DOCUMENT RESUME

ED 451 304 UD 034 085

TITLE	After-School Programs and Addressing Barriers to Learning: A Technical Aid Packet.
INSTITUTION	California Univ., Los Angeles. Center for Mental Health in Schools.
SPONS AGENCY	Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE	2001-04-00
NOTE	53p.
CONTRACT	U93-MC-00175
AVAILABLE FROM	Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563. Tel: 310-825-3634; Fax: 310-206-8716; e-mail: smph@ucla.edu; Web site: http://www.smhp.psych.ucla.edu.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Adult Learning; *After School Programs; Child Development; Community Programs; Day Care; Elementary Secondary Education; *Enrichment Activities; High Risk Students; School Recreational Programs

ABSTRACT

This technical aid packet provides information on the value of after-school programs in addressing students' barriers to success. It focuses on school-community collaborations and on opportunities for after-school involvement offered at school sites. The six chapters focus on the following: (1) "After-School Programs as Part of a Broad, School Wide Component to Address Barriers to Learning and Promote Healthy Development"; (2) "The Need for and Potential Benefits of After-School Programs"; (3) "Focus and Examples" (for students: enrichment programs, academic enhancement, and recreation; for the community: day care, adult learning and enrichment, recreation, and community building); (4) "Key Components of Successful Programs" (collaborative planning and monitoring; leadership, management, staff training, and support; and ongoing evaluation to improve outcomes); (5) "From Projects to Community-Wide Programs"; and (6) "Sources for Information for Planning and Funding" (agencies, reports, references, Internet documents, and Web sites). Two appendixes present a schoolwide component to address barriers to learning and a sample of effective after-school programs. (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 451 304

Center for Mental Health in Schools Training and Technical Assistance

U C L A

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

A *Technical Aid Packet* From the Center's Clearinghouse*

After-School Programs and Addressing Barriers to Learning

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.

Write: Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
Phone: (310) 825-3634 Fax: (310) 206-8716 E-mail: smhp@ucla.edu
Website: http://smhp.psych.ucla.edu.

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U. S. Department of Health and Human Services.

U.S. Department of Health and Human Services
HRSA
Health Resources and Services Administration
Maternal and Child Health Bureau

CMHS
Center for Mental Health Services
SAMHSA
Substance Abuse and Mental Health Services Administration

UD034085

BEST COPY AVAILABLE

UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: ***To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.***

Through collaboration, the center will

- **enhance practitioner roles, functions and competence**
- **interface with systemic reform movements to strengthen mental health in schools**
- **assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools**

***Technical Assistance** **Hard Copy & Quick Online Resources**
Monthly Field Updates Via Internet **Policy Analyses**
Quarterly Topical Newsletter
Clearinghouse & Consultation Cadre
Guidebooks & Continuing Education Modules
National & Regional Networking*

Co-directors: Howard Adelman and Linda Taylor
Address: UCLA, Dept. of Psychology, 405 Hilgard Ave., Los Angeles, CA 90095-1563.
Phone: (310) 825-3634 FAX: (310) 206-8716 E-mail: smhp@ucla.edu
Website: http://smhp.psych.ucla.edu/

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U93 MC 00175) with co-funding from the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration. Both are agencies of the U.S. Department of Health and Human Services.

About the Center's Clearinghouse

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; and available for searching from our website.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets, Resource Aid Packets, special reports, guidebooks*, and *continuing education units.* These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

Accessing the Clearinghouse

- E-mail us at **smhp@ucla.edu**
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools, Dept. of Psychology, Los Angeles, CA 90095-1563

Check out recent additions to the Clearinghouse on our Web site: **http://smhp.psych.ucla.edu**

All materials from the Center's Clearinghouse are available for order for a minimal fee to cover the cost of copying, handling, and postage. Most materials are available for free downloading from our website.

If you know of something we should have in the clearinghouse, let us know.

After-School Programs and Addressing Barriers to Learning

Risk can be transformed into opportunity for our youth by turning their non-school hours into the time of their lives
A Matter of Time
Carnegie Task Force on Education

Contents

This Technical Aid Packet provides information on:

Introduction 1

I. After-school Programs as Part of a Broad, School Wide Component to Address Barriers to Learning and Promote Healthy Development 3

II. The Need for and Potential Benefits of After-school Programs 5

III. Focus and Examples 8
- For Students: 9
  - Enrichment opportunities 9
  - Academic enhancement 10
  - Recreation 11
- For the Community: 12
  - Day care 12
  - Adult learning 13
  - Enrichment, recreation, and community building 13

IV. Key Components of Successful Programs 16
- Collaborative Planning and Monitoring
  - School readiness and commitment 16
  - Community partnerships 18
  - Systemic change to Maximize the Benefits of After-school Programs 21
- Leadership, Management, Staff Training and Support 23
- Ongoing Evaluation to Improve Outcomes 24

V. From Projects to Community -Wide Programs 28

VI. Sources for Information for Planning and Funding, (Agencies, Reports, References, Internet Documents, and Websites) 30

Appendices:
- A. A School-wide Component to Address Barriers to Learning
- B. A Sample of effective after-school programs

Introduction

Recent trends have resulted in schools implementing an extensive range of preventive and corrective activity oriented to students' needs and problems. Some programs are provided through a school district, others are carried out at, or linked to, targeted schools. Some are owned and operated by schools; some are owned by community agencies. Few schools, however, come close to having enough resources to respond when confronted with a large number of students who are experiencing a wide range of barriers that interfere with their learning and performance. At the same time, there has been increasing interest in school community collaborations as one way to provide more support for schools, students and families.

One of the fastest growing examples of school-community collaborations is occurring in the expansion of after-school programs.

This venue allows schools to address several of the most important aspects for enhancing student success:

- safety/violence prevention
- augmentation of academic supports to enhance classroom success
- outreach to community recreation and social service programs
- opportunities for families to participate in learning activities.

Formal and informal after-school programs occur throughout every community, at agencies and other neighborhood venues, as well as on school campuses. The focus of this document is on opportunities for after-school involvement offered at school sites. However, it should be evident that many of the ideas covered are useful for planning before-school programs, improving recess and lunch periods, thinking about schools as sites for weekend and holiday/vacation community hubs to enrich learning opportunities and provide recreation in a safe environment.

As schools develop a full range of opportunities, they can anticipate a range of important results, including reduced alienation, enhanced positive attitudes toward and involvement in school and learning, and an increased perception of school as a caring place.

NATIONAL INSTITUTE ON OUT-OF-SCHOOL TIME

Center for Research on Women, Wellesley College

February 2001

Fact Sheet on School-Age Children's Out-of-School Time

How our children are spending their time after-school

- There are approximately 8 million children ages 5 to 14 that spend time without adult supervision, 4 million of these children are between the ages of 5 and 12 (Miller, 1999).
- Violent juvenile crime triples and children are at greater risk of being victims of violent crime after school (Sickmund et al, 1997; Snyder et al. 1999).
- Children spend only 20% of their waking time in school which leaves many hours each day free — a time of both risk and opportunity (The Future of Children, 1999; Miller et.al., 1997).

How quality after-school programs benefit children and communities

- Children who attend high quality programs have better peer relations, emotional adjustment, conflict resolution skills, grades, and conduct in school compared to their peers who are not in after school programs (Baker and Witt, 1996; Kahne, Nagaoka & Brown, 1999; Posner & Vandell, 1999).
- Children who attend programs spend more time in learning opportunities, academic activities, and enrichment activities and spend less time watching television than their peers (Posner & Vandell, 1994).
- Students who spend 1-4 hours per week in extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate in extracurricular activities (U.S. Department of Health and Human Services, 1996).

Quality programs are in short supply although public support is growing

- The U.S. General Accounting Office estimates that in the year 2002, the current number of out-of-school time programs for school-age children will meet as little as 25% of the demand in some urban areas (U.S. General Accounting Office, 1998).
- Fifty bills were introduced in the 106th Congress that address after-school programming demonstrating a high level of bi-partisan support. (www.thomas.gov).
- Total funding from the two largest federal funding programs, the Child Care Development Block Grant and the 21st Century Community Learning Centers serve less than two million of the 35.8 million children ages 5-13 in this country (U.S. Census Bureau, 2001, ACYF, DHHS, 2001, U.S. Dept. of Education, 2001).
- A poll of 1,000 adults conducted in February, 2001 shows that 2/3 of Americans say boosting investments in kids is a higher priority than tax cuts (Opinion Research Corporation International, Princeton New Jersey, 2001).

' 2001 by National Institute on Out-of-School Time, Center for Research on Women, Wellesley College
Telephone (781) 283-2547; Fax (781) 283-3657
www.niost.org

Figure 1. Interconnected systems for meeting the needs of all students

Aims:

To provide a CONTINUUM OF SCHOOL AND COMMUNITY PROGRAMS & SERVICES

To ensure use of the LEAST INTERVENTION NEEDED

School Resources
(facilities, stakeholders, programs, services)

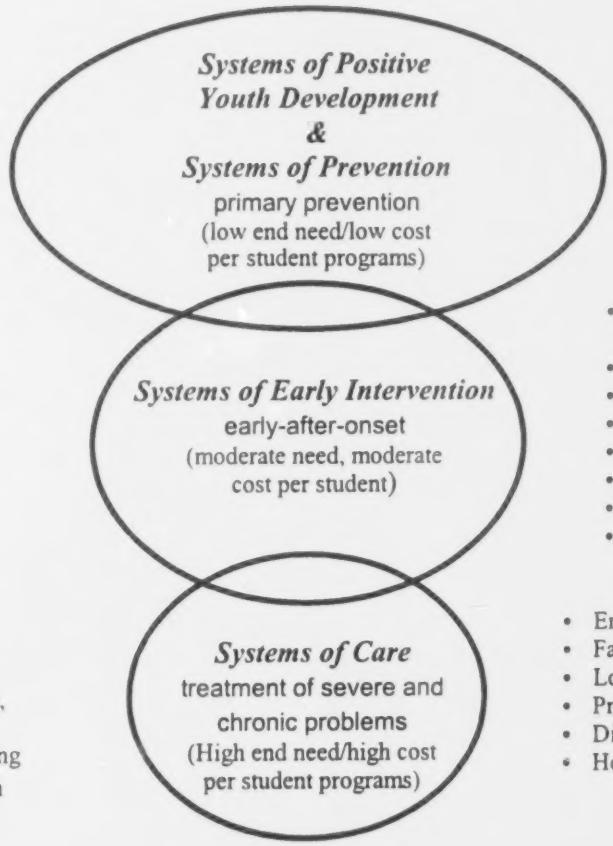
Examples:

- Enrichment & recreation
- General health education
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement

Community Resources
(facilities, stakeholders, programs, services)

Examples:

- Youth development progs.
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education


Systems of Positive Youth Development
&
Systems of Prevention
primary prevention
(low end need/low cost per student programs)
Systems of Early Intervention
early-after-onset
(moderate need, moderate cost per student)
Systems of Care
treatment of severe and chronic problems
(High end need/high cost per student programs)

- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- After-school tutoring
- Work programs

- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Targeted youth mentoring
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

- Special education for learning disabilities, emotional disturbance, and other health impairments – including after-school recreation

- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization

Systemic collaboration* is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems* of *prevention, systems* of *early intervention*, and *systems of care*.

*Such collaboration involves horizontal and vertical restructuring of programs and services
(a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters or schools)
(b) between jurisdictions, school and community agencies; public and private sectors; among schools; among community agencies

7A

I. After-school Programs as Part of a Broad, School Wide Component to Address Barriers to Learning and Promote Healthy Development

An important context for understanding after-school programs is provided by two aims:

- the desire to ***promote healthy development*** and
- the need to ***address barriers to learning and development***.

Ultimately, addressing barriers to learning and enhancing healthy development must be viewed from a societal perspective and requires fundamental systemic reforms.

From this perspective, ***it becomes clear that schools and communities must work together to develop a comprehensive, multifaceted, and integrated continuum of interventions for each neighborhood.***

The framework for such a continuum emerges from analyses of social, economic, political, and cultural factors associated with the needs of youth and from promising practices. The result is a continuum that includes systems of youth development, systems of prevention, systems of early intervention, and systems of care (see Figure 1). Fleshing out the framework requires a significant range of programs focused on individuals, families, and environments.

To establish the essential interventions, there must be inter-program collaboration on a daily basis and over a long period of time focused on:

- ***weaving together what is available at a school***
- ***expanding this through integrating school, community , and home resources***
- ***enhancing access to community resources by linking as many as feasible to programs at the school.***

Within the context of a comprehensive approach, after-school programs are understood to have multiple facets. They not only provide opportunities to foster healthy development, they are essential to preventing many problems. They also provide opportunities for addressing some problems as early-after-onset as feasible, and they can offer invaluable support for efforts to meet the needs of youngsters with chronic/severe problems.

For a discussion of policy and practice implications related to establishing a comprehensive, multifaceted approach to addressing barriers to learning and promoting healthy development, see Appendix A.

II. The need for and potential benefits of after-school programs

Various stakeholders have identified needs and desired outcomes relevant to after-school programs. These are summarized below. To maximize the benefits of such programs, it is recommended that program planners create a strong collaborative partnership among concerned stakeholder groups to ensure the needs of all are fully addressed.

For Children

Provides a safe place for after-school hours

Provides opportunities for social contacts and a range of recreation and enrichment opportunities.

Provides academic supports for helping with homework, exploring new ways to learn and enhanced motivation for learning, and tutoring to help "catch up"

For Youth

Provides a rich array of opportunities for social contacts and enrichment activities, especially related to sports, arts, and student directed projects.

Provides positive interactions with mentors (volunteers from business, professions, colleges) who can engender planning for career and future opportunities.

Provides opportunities to "catch up" in academic areas with alternative strategies and more individualized supports

For Families

Provides low or no cost care for children and youth

Provides enrichment opportunities for families who might not be able to afford them otherwise (for both children and adults)

Provides academic support and opportunities for children, youth, and adults

For Schools

Provides the school staff and programs with opportunities to integrate with community personnel and programs to enhance positive outcomes for schools

Provides a "second shift" to help students "catch up" with academics through augmented efforts and alternative teaching approaches

Provides extended job opportunities for school staff who are interested and available in alternative contacts with students and families.

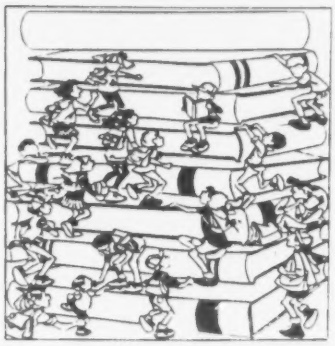
For Communities

Provides opportunities to integrate community resources and programs with the school during "non peak hours" when space and students are more accessible

Provides safe and supervised recreation and enrichment opportunities to reduce juvenile crime and victimization of unsupervised children and youth

Provides opportunities for personnel from a range of family serving organizations that have a vested interested in improving the outcomes for the neighborhood and community to create systemic changes

A few brief excerpts from documents discussing the research supporting the need for and benefits of after-school programs



"...Twenty-five million children in American have working parents. During the typical week, some five million of these children between the ages of 5 and 14 are left unsupervised, while their parents work. A 1990 University of California study found that unsupervised children are at significantly higher risk of truancy, poor grades, stress, accidents, risk-taking behaviors, and substance abuse. This higher risk cuts across all income groups. But the problems are especially severe for children of low-income families in both urban and rural settings. Their communities often lack the necessary resources to provide programs during non-school hours. When children are left unsupervised, they are exposed to real physical dangers, as well as provided with opportunities for involvement in risky behaviors, including gang, drug, and alcohol activity. FBI statistics show that the hours between 3:00 P.M. and 8:00 P.M. see the highest rate of juvenile violence and crime. But perhaps most importantly, children left unsupervised during the non-school hours miss out on an array of developmental activities that could be theirs if programs were available . . . . After-school and summer programs take place in a variety of settings. They can be found in community schools but they are also available in the facilities of community-based organizations...More than merely a custodial solution, after-school programs provide a rich opportunity to provide developmental experiences which build competencies and skills so children can move successfully from childhood and adolescence to adulthood . . . ."

From: "After-School and Summer Programs" (2000)
National Assembly – http://www.nassembly.org/html/aftersum.html

"...When the dismissal bell rings, many children go home to empty houses (latchkey children), and many others "hang out" on the streets until their parents return home. Children left unsupervised after-school often fall prey to deviant behaviors that are harmful to them, to their schools, and to their communities...They are more likely to be involved in delinquent acts during these hours . . . . A lot of emphasis has been placed on after-school programs for three primary reasons. First, attendance in after-school programs can provide children with supervision during a time when many might be exposed to and engage in more anti-social and destructive behaviors. Second, after-school programs can provide enriching experiences that broaden children's perspectives and improve their socialization. Third, and a more recent emphasis, after-school programs can perhaps help to improve the academic achievement of students who are not achieving as well as they need to during regular school hours . . . . In addition to providing supervision, after-school and extended school-day programs are now being seen as a means of improving academic achievement, providing opportunities for academic enrichment and providing social, cultural, and recreational activities...In particular, extended-day and after- school programs have been proposed as a means of accelerating the achievement of students placed at risk of academic failure due to poverty, lack of parental support, reduced opportunities to learn, and other socioeconomic and academic factors . . . ."

From: "Review of Extended-day and After-school Programs and their effectiveness (1998), by O. S. Fashola, Center for Research on the Education of Students Placed at Risk
http://www.csos.jhu.edu/crespar/Reports/report24.pdf

9A

"... *Demands for school-based after-school programs outstrips supply at a rate of about two to one. Seventy-four percent of elementary and middle school parents said they would be willing to pay for such a program, yet only about 31 percent of primary school parents and 39 percent of middle school parents reported that their children actually attended an after-school program at school....as states begin to see the effects of the federal welfare reform legislation of 1996 and start moving large proportions of the families in their caseloads into work related activities, greater numbers of welfare recipients are likely to need care for their children . . . . After-school, students experience what has been referred to as an informal curriculum, which greatly impacts children's literacy development . . . After-school programs can help children develop greater confidence in their academic abilities and a greater interest in school . . . .*"

From: "Working for Children and Families: Safe and Smart After-School Programs" (2000) U.S. Depts. of Education/Justice. http://pfie.ed.gov

"Research shows that school-age children who attend quality programs have better emotional adjustment, peer relations, self-esteem, and conduct in school compared to children not in programs (Posner & Vandell, 1994; Baker & Witt, 1995, Witt 1997). This means students learn to work with others and better handle conflict, skills that will benefit them throughout life. Studies also show that, due to more learning opportunities and enrichment activities, children in quality programs receive better grades and demonstrate improved academic achievement. Studies also show that quality after-school programs can help prevent crime, juvenile delinquency and violent victimization . . . . When an after-school center recently opened in Northeast Baltimore, the Baltimore Police Department reported a decrease in juvenile arrests, armed robberies and assaults in the neighborhood, as well as a 44 percent drop in the risk of children becoming victims of crime . . . ."

From: "Statement on After-School Programs" (1999), by Emil Parker, Deputy Assistant Secretary for Policy and External Affairs, Administration for Child and Families, Dept. of Health and Human Services. http://www.hhs.gov/progorg/asl/testify/t991028b.html

"...*A wide variety of enriching and engaging activities can be offered in after-school programs to make learning fun and to provide recreation. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways, such as through sight, sound, or movement. Children in these programs are encouraged to try new activities, think for themselves, ask questions, and test out new ideas. Quality programming reflects the needs, interests, and abilities of children, recognizing that they change as children grow older...*"

From: "Safe and Smart: Making After-School Hours Work for Kids" (1998) http://www.ed.gov/pubs.SafeandSmart/

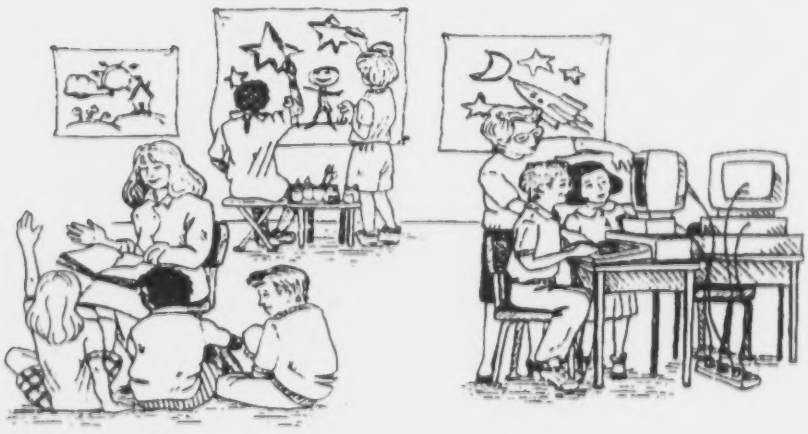
III. Focus and Examples

> *". . . Debates between researchers and policy-makers range from whether programs should target disadvantaged youth or all youth, to whether they should focus strictly on academics or on "enrichment activities." . . . Politicians tend to support an academic focus because grades are easy to measure and national competitiveness is a top concern. Psychologists and social scientists, on the other hand, take a developmental approach: For them, the whole child is what matters and they are hopeful that if communities systematically apply more holistic models of youth development, academic benefits will follow . . . ."*
>
> Excerpt from: *Monitor on Psychology*, March 2001

Models vary in who they serve. While most school-based after-school programs are for the students who attend the school, some are designed for use by several schools, and some even are designed for all families living in the neighborhood. Most focus on younger children for whom safe and supervised child care is an important part of the motivation for providing after-school activities. However, it is clear that a range of attractive options for adolescents is important to improving the quality of life in a community.

Models also vary in their emphasis on enrichment, recreation, and academic activities.

> *". . . Although the benefits to be derived from the use of the after-school hours seem great, the most effective ways to capitalize on this opportunity are not well understood, and existing after-school efforts vary enormously in purposes and in operations. They range from purely daycare, to purely academic, to purely enrichment programs, to various mixtures of these . . . ."*
>
> "The Child First Authority After-School Program: A Descriptive Evaluation" (1999)
> O. S. Fashola, Center for Research on the Education of Students Placed at Risk
> http://www.csos.jhu.edu/crespar/Reports/report38.pdf



A. For Students

A note about student choice: One of the advantages to an after-school program is the lack of a mandated curriculum. Providing a range of attractive options from which students can choose can reinstill in those not very motivated for a school a reawakening of curiosity and reengagement in learning that can have benefits in the regular school program.

> In his Review of Extended-Day and After-School Programs and their Effectiveness, Fashola (1998) explores the question: "*Does program climate and flexibility affect outcomes . . . ?*" He reports: "*Program flexibility ratings were calculated, based on the extent to which participants in the program were allowed to select their activities . . . . Social skills of the children improved significantly ($p<.05$) when they were involved in more flexible programs . . . . Looking at activities offered, the more available and greater the number of activities offered to the children, the better they were at solving both internal and external problems . . . .*" www.csos.jhu.edu/crespar/reports/report 24.pdf

1. Enrichment Opportunities

With schools prioritizing standards and achievement based activities, many of the enrichment components related to music, art, drama, hobbies, and clubs have been eliminated from the instructional day. The after-school program is an opportunity to restore them.

> ". . .extracurricular activities can encourage the development of skills and interests not fully nurtured during the school day. Extracurricular activities appear to provide leadership and social skills development. These skills have been shown to lead to greater self-esteem and higher aspirations in both current academic situation and in the pursuit of long-term careers . . . . While lessons and extracurricular classes have always been a part of the lives of affluent suburban children, more attention is now focused on the importance of "enrichment" programming in the lives of all children . . . Provision of extracurricular activities varies. After-school programs may offer "extra" one-day-a-week clubs that encourage children to pursue a special interest such as photography, chess, or hands-on math and science projects. These activities may be provided by regular program staff, volunteers, or invited 'experts' from community museums, art centers, or music schools.
>
> For example, in Sante Fe, New Mexico, the Art Moves Us program uses the talents of more than 750 local youth, ages 7-23, to research, design, plan, and render public murals . . . .
>
> The Virtual Y, a collaboration of the YMCA, schools, and the PTA, has brought the Y's traditional curriculum to New York City schools . . . .
>
> Citizens Schools, a not-for-profit corporation, successfully combines both mentoring and service. Through its Apprenticeship Curriculum, children work directly with Boston's best performers, artisans, and tradespeople . . . ."
>
> *Enriching Children's Out-of-School Times*, L. Coltin (1999)
> ERIC Digest: http://ericeece.org/pubs/digests/1999/coltin99.html

2. Academic Enhancement

With the increased concern about academic performance and with the added impetus of policies ending social promotion, extra instruction and homework support are a major focus for after-school. The assistance may be offered by regular school staff, but often it is provided by a range of others. The focus may be on study skills for at-risk students, language arts to increase literacy and language skills, specific academic subjects/curricula. Some programs use specially-trained staff to teach students strategies for organizing and retaining information and for test taking. Some offer programs to encourage families to read together and teach parents how to help their children with homework. Some make special arrangements with local colleges to offer special programs focused on math and science and on building leadership skills, and preparing for college entrance exams.

Some Views on the Academic Focus After-School

"Most after-school programs offer some type of homework assistance, whether it is a scheduled daily homework time, one-on-one tutoring, or a homework club or center. Staffed by teachers, paraprofessionals, older students, and volunteers, participating children can draw on a variety of resources to tackle difficult homework. Also, the structure of an after-school program can make homework part of students' daily routine, which helps to explain why children in after-school programs display better work habits than their peers . . . . A recent report by the National Academy of Sciences concludes that many reading disabilities are preventable. Children without literature-rich environments and strong reading instruction are much more likely to show delayed or impeded development of their reading ability. One major recommendation in the report is to increase the opportunities for children to engage in independent reading, an activity well-suited to after-school programs.

From: *Working for Children and Families: Safe and Smart After-School Programs (2000)*
http:pfie.ed.gov

Optimally, to improve the school performance of children, the curriculum of after-school programs should be aligned with that of the school by using regular school-day teachers as programs staff. If this is not possible, the program should employ qualified instructors who provide homework assistance and organize activities promoting basic skills mastery.... One-on-one tutoring projects are particularly effective.

Eric Digest: "After-school programs: evaluations and recommendations"
http://eric-web.tc.comunbia.edu/digests/dig140.html

Bringing Education to After-School Programs includes ideas regarding reading, math, technology, college preparation.
Office of Educational Research and Improvement
U.S. Department of Education. http://www.ed.gov/pubs/After_School_Programs

. . . Some extended day programs are actually extensions of the school day and take place inside the school building with regular school day teachers and paraprofessional providing instruction and support. The academic instruction is directly related to and aligned with what happens during the day, as well as providing tutoring and study skills for low achievers. Such programs are expanding as schools implement the end of social promotion and attempt to provide interventions throughout the school year in order to avoid retaining students who do not meet standards based assessments . . . .

"The Child First Authority After-School Program: A Descriptive Evaluation" (1999).
O. S. Fashola, Center for Research on the Education of Students Placed at Risk
http://www.csos.jhu.edu/crespar/Reports/report38.pdf

3. Recreation

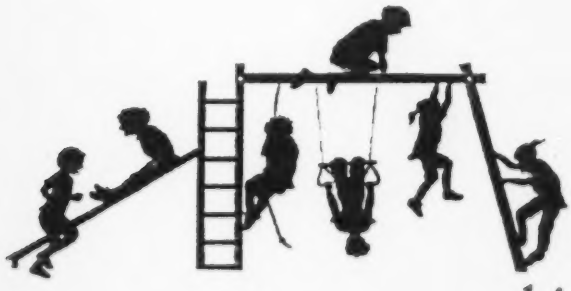
After-school programs provide opportunities for children to work and play together in a more informal setting than during the regular school day. The increased interaction with peers contributes to the development of social skills. ..Children also benefit from increased interaction with caring adults, who serve as role models and mentors. Overall, studies have found that the beneficial effects of after-school programs are strongest for low-income children, children in urban or high-crime neighborhoods, younger children, and boys.

"Working for Children and Families:
Safe and Smart After-School Programs" (2000)
http://pfie.ed.gov.

After-school most students want the chance to leave the confines of chairs, desks, and classrooms and release energy through athletics (including but not limited to organized sports), arts and crafts, music, interest groups/clubs, and other social activities. Besides what the school staff can offer, some youth development organizations come to school sites to expand the number of options. Creating a cadre of teen assistants also helps maximize the range of youth involvement and minimize the number of adults needed for supervision.

"After-school programs may provide the only way urban youth can engage in recreational activities, given the unsafe conditions of many parks, budget cuts that curtail school and community sports programs, and the lack of local adults available to coach teams or serve as advisors to clubs. The recreational component of an after-school program can provide children with opportunities to develop whatever skills they choose, while also helping them learn good sportsmanship, coping strategies, and problem solving..."

"After-School Programs: Evaluations and Recommendations"
ERIC Digest: http://eric-web.tc.columbia.edu/digests/dig140.html



14

B. For the Community

1. Day Care

With most parents and family members working longer hours, the need for well supervised after-school options has far exceeded the resources available. As Emil Parker (1999), a Deputy Assistant Secretary in the Department of Health and Human Services stresses:

> . . . parents are at work for 20-25 hours per week longer than their children are in school. Therefore, in order to work, parents need safe, quality and affordable care for their children. Unfortunately, for many families, particularly low-income families, quality care is not available or it is not affordable. The most frequently mentioned barrier to participation is parents' inability to pay the tuition and fees programs must charge to offer quality services. National survey data show that child care expenses are often the second or third largest item in a low-income working family's household budget. Other barriers include shortage of available places in child care programs, shortage of high-quality programs, inadequate facilities, inaccessibility to public transportation, high staff turnover, and limited hours (i.e., no evening or weekend hours) . . . .
>
> http://www.hhs.gov/progorg/95l/testify/t991028b.html

No or low cost options on school campuses can allow for rapid expansion of child care capacity. For example, at Elizabeth Learning Center in Los Angeles (a demonstration site for the New American Schools, Urban Learning Center model), parents formed a childcare cooperative. The cooperative operates with parent volunteers and a small amount of funding from the school budget (two 15 hour positions), as well as with some support for program planning provided by an adult education teacher.

For more on the focus on day care, see guides, toolkits, case studies, fact sheets, etc., at:

> The Finance Project Child Care Partnership Project.
> http://www.financeproject.org
>
> National Association of Child Care Resource and Referral Agencies
> http://www.naccrra.org
>
> National School-Age Care Association
> http://www.nsaca.org
>
> National Resource Center for Health and Safety in Child Care
> http://www.nrc.uchsc.edu/states.html

2. Adult Learning

Schools as the hubs of neighborhoods can provide valuable resources to parents and other community members with evening and weekend classes and training. Adult education programs at the school can include English language classes, literacy, job skills, child care certification program, citizenship exam preparation classes, parenting classes.

On one level, adult learning in extended day programs provide venues for schools and communities to work together to enrich the quality of life in the community. The focus can be on life long learning, active involvement in the arts, and general community involvement.

Resources and partnerships for adult learning are found in the efforts of schools and communities to enhance adult literacy and to provide job training. Of note are the efforts of community colleges. In recent years, community colleges have reached out to collaborate in providing adult literacy programs and more.

Literacy Programs

"Adult literacy programs have been affected by the implementation of Title II of the Workforce Investment Act (1998), also known as the Adult Education and Family Literacy Act. This legislation, an amendment of the Adult Education Act, attempts to centralize efforts and funding in order to hold local programs, and the state and federal governments accountable to each other and the public. The three main objectives of this new act are:

1. To help adults become literate and gain the skills needed for employment and self-sufficiency;

2. To assist parents in obtaining skills in order to be active participants in their children's educational development; and

3. To help adults complete a secondary education. (Workforce Investment Act of 1998.)

Many of the already established literacy services can help to actualize these objectives. Adult Basic Education assists students whose skills are below the eighth-grade level. Students who are at the high school level and want to obtain a high school equivalency diploma either by passing course work or attaining general education development (GED) certification can enroll in Adult Secondary Education. English as a Second Language (ESL) programs help the non-English speaker who has limited English proficiency in reading, writing, and speaking. Family literacy services attempt to reinforce and enhance learning for both parents and children by reading and learning together. There are also literacy programs designed for individuals with physical and/or learning disabilities and individuals who are incarcerated. For those finding their job skills obsolete due to technology and globalization, workplace literacy helps current and potential employees learn occupational skills."

From: Community College Adult Literacy Programs: Moving toward Collaboration (1999). ERIC Digest. By G. Gomez http://www.ed.gov/databases/ERIC_Digests/ed438874.html

3. Enrichment, Recreation, and Community Building

In a document entitled, *Schools as centers of community: A citizen's guide for planning and design* (2000), the U. S. Dept. of Education states:

> *. . . innovative approaches extend the functions of the stand-alone school so that it serves a broad range of community needs as well . . . the most successful schools of the future will be integrated learning communities which accommodate the needs of all of the community's stakeholders. They will be schools that will be open later, longer and for more people in the community from senior citizens using the gym and health facilities during off-hours to immigrants taking evening English classes after work . . . .*
>
> http://www.ed.gov/inits/construction/ctty-centers.html

Clearly, on-campus family assistance services and assistance in connecting with community services can link school support programs with a broader range of community resources (e.g., health, social services, food and clothing banks, etc.). Some schools enlist the skills of family and community members to teach such things as folk dancing, art, sewing, crafts, and much more. As campuses open-up, they once again become hubs of the neighborhood for recreation, community meetings, events, and social get-togethers.

As neighborhood centers, the Beacon schools in New York City, provide services for parents and other adults as well as activities for children and youth. Activities for adults include education, sports, recreation, culturally specific programming, support for parental employment, opportunities to volunteer, intergenerational activities, support for families, and immigrant services. . . . Often, after-school programs involve parents, volunteers and others in the schools. As they become involved, the schools become a center for the community. . . .

From: "Working for Children and Families: Safe and Smart After School Programs" (2000) http://pfie.ed.gov. .

The Child First Authority in Baltimore seeks to improve the quality of life in low socioeconomic status communities using the schools as hubs of activity after school. A community organizer meets with parents, teachers, administrators, and community members to create a culture of change in the community. Although Child First was an after school program, it was also seen by the organizers as a way of introducing the concept of relational power to the schools, the parents, and the communities . . . methods that the parents could use to create change in their own lives, in the lives of their children, and in the community as a whole by using the school as the center of activity. . .

From: "The Child First Authority After-School Program: A Descriptive Evaluation" (1999). O. S. Fashola, Center for Research on the Education of Students Placed at Risk, http://www.csos.jhu.edu/crespar/Reports/report38.pdf

Now see Appendix B for brief descriptions of a range of after-school programs and a sampling of outcome findings.

The U.S. Office of Education offers support for after-school programs. The grant program is called the *21st Century Community Learning Centers* – see http://www.ed.gov/21stcclc

The grant guidelines for this program provide another indication of the range of opportunities that can be provided after-school and the importance of adopting a multifaceted approach. Specifically, applicants are advised to address at least four of the following:

1. Literacy education programs
2. Senior citizen programs
3. Children's day care services
4. Integrated education, health, social service, recreational, or cultural programs
5. Summer and weekend school programs in conjunction with recreation programs
6. Nutrition and health program
7. Expanded library service hours to serve community needs.
8. Telecommunications and technology education programs for all ages
9. Parenting skills education programs
10. Support and training for child day care providers
11. Employment counseling, training, and placement
12. Services for individuals who leave school before graduating from secondary school, regardless of the age of such individual
13. Services for individuals with disabilities.

IV. Key Components of Successful Programs

Although afterschool programs differ in order to fit the local community, evaluations of many afterschool programs have identified several key components essential to program success.

A. Collaborative Planning and Monitoring

As with all school-based programs, there are a number of important stakeholders who should be part of initial planning (needs and vision), steering the implementation, and credited for the positive outcomes. Because after-school programs are located on school grounds, it is, of course, essential to involve **the school leadership and staff from the beginning**. A simultaneous priority is to involve **students and families**. It is these key stakeholders who must then **outreach to community resources** to build a multifaceted after-school program and integrate into a comprehensive continuum of school-community interventions.

1. School Readiness and Commitment

Even if the focus on after-school programs is primarily on engaging community partners, it is essential to recognize that *school staff will be sharing what they view as their "space" and their students* with the after- school programs and staff. Co-locating community services at schools is a complicated process of sharing "turf." One of the lessons learned so far is that, the more the school staff (including administrators, teachers, support staff, aids, and custodians) see the after-school component as a major partner in addressing the school's goals, the better the link between the regular and after-school agenda. When the school staff appreciates the contribution of the after-school program to the goal of educating all students, they seem more accepting of providing access to school facilities and resources..

> *The stimulus for expanding an existing supervised playground to an enriched after-school program may be a new grant opportunity, the concern about students who need extra help to pass standardized tests, or the offer by a community agency to co-locate on a school campus to provide a fee-based after-school program.*
>
> ***However it is initiated, the readiness and planning phase can be an opportunity to "think big."*** *Various sources of funding and personnel can be integrated into the plan to provide a rich range of opportunities for all the students. By creating a broad base of support, the efforts can be sustained, even when funding sources are reduced.*

BEST COPY AVAILABLE

Time for Planning is Essential in Maximizing Children's Opportunities

Time is provided for school day and after-school staff to establish and maintain relationships of mutual respect and understanding. Regular meetings with school day teachers and the after-school or summer-time staff allows time to confer on the social and academic status of participating children, write protocols for sharing space and resources, develop shared policy and procedures for supervision and transportation, design new curriculum, create a welcoming environment for parent and community volunteers, and make arrangements for the use of facilities and materials, such as computer labs and recreational equipment. In some school-based programs, the after-school staff attend faculty meetings with the regular school day staff and share teacher work areas or have permanent office space in schools. ..."

Working for Children and Families (2000)
http://pfie.ed.gov

A Key Principle, a Supportive Principal

". . . The extent to which the principal believes in and acts according to the goals of the program determines the ability of the program to reach its goals. A successful principal understands that changing the culture of the school is a learning process. By being actively involved in the learning process, she/he learns when to let go, when to step up, and when to step to the side . . . principals realize that although they are responsible for the well-being of the students and the school as a whole, parents and other community members are able and willing to join forces and work towards a common goal . . . ."

The Child First Authority After-School Program: A Descriptive Evaluation (1999)
O. S. Fashola, Center for Research on the Education of Students Placed at Risk.
http://www.csos.jhu.edu/crespar/Reports/report38.pdf

2. Community Partnerships – families, students, school staff, community agencies and organizations

As suggested, after-school programs (like any new program at a school site) can be a ***catalyst for enhancing the overall school program***. To do so, they must involve key stakeholders and establish an effective structure for working together on a shared action agenda. Schools must be willing to outreach to the community and be responsive to community needs.

> " . . . Building partnerships with the community only serves to strengthen the partnerships with families and the program as a whole. Communities that are involved in after-school programs provide volunteers, establish supporting networks of community-based and youth-serving organizations, offer expertise in management and youth development, and secure needed resources and funding for programs. . . ."
>
> *Working for Children and Families: Safe and Smart After-School Programs* (2000). U.S. Depts. Of Education/Justice – http://pfie.ed.gov.

The first step is for all participating stakeholders to ***map the resources*** at the school and in the community and identify other important stakeholders. Based on an analysis of what currently exists, the school and community can enhance linkages in ways that fill gaps. This should be done with clearly set priorities and in ways that reduce redundancy and use existing personnel and other resources in the most effective manner.

Where previous school-community planning has been done, it provides a foundation for enhancing relationships and establishing a strategic plan. Where there has been no previous joint planning, mutual outreach is desirable. In either case, it is essential to establish an effective structure for building capacity and working together – one that enables all participants to make productive contributions and to do so in ways that sustains the work over time.

(See our Center for: *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs* – http://smhp.psych.ucla.edu)

> "*Solid structure.* Programs need clear goals, well-developed procedures and resources for attaining them, and extensive staff development . . . .
>
> *Inclusion of families in program planning.* This is especially important for programs offering cultural and recreational activities for children and their parents, since families of participants are more likely to stay involved if they help design projects . . . .
>
> *An Advisory Board.* An external board helps maintain links between the community, families, religious organizations, and the school system. It also creates a group of stakeholders who make policy decisions about the program and are responsible for its smooth operation . . . ."
>
> *After-school programs: evaluations and recommendations* (an ERIC Digest) http://eric-web.tc.columbia.edu/digests/dig140.html

Bringing community organizations (and after-school personnel) onto a school campus calls for *institutional cultural sensitivity*. That is, often, the *school culture* is just beginning to experiment with linking with community providers. These initial explorations need careful guidance on the part of all stakeholders to consider ***changes in practice and policy***. For example, many teachers have not had the experience of sharing their classrooms with other programs; responsibility for the safety of students is usually the school's and discussions of liability are sure to arise; joint efforts to maintain the physical environment need to be spelled out; shared standards for student behavior need to be explored, and procedures for sharing information about students must be clarified.

The process of school and community working together not only can enhance what happens after-school, but can help link a great many resources to the school on an ongoing basis (e.g., health and human services, business partnerships, mentors, library and parks, etc) and can help strengthen the surrounding neighborhood.

Ultimately, a broad range of community resources can partner with schools to enhance healthy development and address barriers. (For a sample, see ***Who in the Community might Partner with Schools*** on the next page.) As partnerships develop, more resources can be shared, and new resources can be pursued in a joint manner; responsibilities can be shared, as can the celebration of successes. All this helps to build a sense of community.

(See our Center Report: *Addressing Barriers to Learning: Closing Gaps in School/Community Policy and Practice* – http://smhp.psych.ucla.edu)

Involving students and families in planning creates the grass roots support for full participation

". . . When programs incorporate the ideas of parents and their participating children, activities tend to be more fun and culturally relevant and tend to capture children's and adolescents' interests better. Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent-advisory committees, and in a wide range of adult learning opportunities, such as parent, computer, and English as a second language classes... Good programs are aware that their customers are not only the children they serve but their families as well...Good after-school programs are cost effective and make accommodations for families enrolling more than one child. Serving siblings of different ages is critical, whether in the same after-school program or in linked, age-specific programs. ..programs should work together to serve all children in a family...programs can help meet family needs by providing transportation to and from the . . . program, it is a critical safety and logistical concern for families."

Working for Children and Families (2000) http://pfie.ed.gov).

Who in the Community Might Partner with Schools?*

County Agencies and Bodies
(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies
(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups
(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups
(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students
(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Service Agencies
(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations
(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups
(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups
(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community Based Organizations
(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions
(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups
(e.g., Public Counsel, schools of law)

Ethnic Associations
(e.g., Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

Special Interest Associations and Clubs
(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions
(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

Businesses/Corporations/Unions
(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school employee unions)

Media
(e.g., newspapers, TV & radio, local assess cable)

Family members, local residents, senior citizens groups

***See our Center for: *School-Community Partnerships: Aguide* – http://smhp.psych.ucla.edu**

BEST COPY AVAILABLE

3. Systemic Change to Maximize the Benefits of After-school Programs

As the importance of extending the school day by providing safe and enriched after-school programs is demonstrated, it becomes clear that such efforts cannot be seen as a small, time-limited project available to only a few students or a few schools. The initial demonstrations of success call for ***system-wide changes***. This offers the opportunity for an increasing range of partnerships between public institutions and schools (e.g., city/county/state/federal governments, libraries, parks, juvenile justice, public health, etc.) and for ***advocacy for equitable resources for all*** children, youth, and families. In some areas, this may mean after-school programs are centrally located for use by students from multiple schools. Securing a commitment for funding and expanding resources becomes ***a policy commitment of community leaders.***

Creating Mechanisms to Initiate and Maintain System Change

A ***Resource Coordinating Team*** at a school can be an important linking mechanism for after school programs. If the school doesn't have such a mechanism, it might use the opportunity of the after-school program to initiate one.A school resource team provides a good starting place to enhance integration of programs and for reaching out to District and community resources to enhance learner supports.

Schools in the same neighborhood have a number of shared concerns and may want to consider a ***multischool Resource Coordinating Council*** to plan in ways that reduce redundancy and costs. Some programs and personnel can be shared by several neighboring schools. A multi-school team can also help ensure cohesive and equitable deployment of resources. With respect to linking with community resources, multischool teams are especially attractive to community agencies who often don't have the time or personnel to link with each individual school.

(See our Center report: ***Resource-oriented teams: key infrastructure mechanisms for enhancing education supports*** **– http://smhp.psych.ucla.edu)**

$$$$$$$$$$$$$$$$$$$$$

Resources from the many partners can be braided into a strong financial base with the highest levels of multi-agency administrative support and committment. Funding may include grants (federal, state, local), school inkind resources, user fees, contributions, general funds from the school district or city, rental fees for private use of facilities, employer contributions.

$$$$$$$$$$$$$$$$$$$$$

"The key to leveraging resources is being keenly aware of the interests, priorities, and expectations of each of your partners and linking them directly with resources that your program must have to be successful...There are many existing and potential connections in your community that can encourage financial and in-kind investments. The more strategically you approach these, the more effective your collaboration will be . . . ."

After School Learning and Safe Neighborhood Partnerships
California Wellness Foundation www.tcwf.org

More on $$$$$$$$$$$$$$$$$$$$$$$$$$$$

The Finance Project , a non-profit policy research, technical assistance, and information organization, provides excellent resources related to financing concerns. As noted in Section VI, they have produced a variety of useful documents and aids. For example, see their strategy brief on *Dedicated Local Revenue Sources for Out-of-School Time Initiatives* which discusses and offers specific examples regarding such matters such as using special tax districts, special tax levies, local government children's trust funds, etc. Another strategy brief covers *Financing Facility Improvements for Out-of-School Time and Community School Programs.* As an aid for strategic planning, they have developed a *Cost Worksheet for Out-of-School Time and Community School Programs* to facilitate budget planning in ways that differentiate start-up,infrastructure, and ongoing operating costs.

. . . financing strategies . . . all offer both advantages and disadvantages to policymakers and program developers . . . The choice of financing strategies will depend on the goals and purposes of an initiative, as well as on current and projected economic conditions in a local community. In addition, the choice will depend on the local demographic context, both in terms of current and future need for services and the various tax bases that can be used. For example, the lack of productive tax bases in many low income communities places difficult constraints on policymakers and program developers seeking to generate revenue. Finally, the political context, including the attitudes of policymakers and voters toward taxes and fees, will also shape the choice of financing strategies to create dedicated revenue sources for out-of-school time programs and services.

B. H. Langford (1999),
Dedicated Local Revenue Sources for Out-of-School Time Initiatives.
The Finance Project. See: http://www.financeproject.org

B. Leadership, Management, Staff Training and Support

When innovative efforts to address problems are initiated, there is considerable scrutiny and pressure on those leading the way. The leadership for afterschool programs might best be ***a team of school and community partners*** with the designated manager of the after-school program carrying out the intentions of this ***steering group***. Sharing the responsibility strengthens the partners' commitment to success. Setting goals and timetables, including monitoring and evaluation plans, keeps expectations realistic.

After-school programs often are eager to reduce student to staff ratios by including volunteers, work-study students, or national services personnel (e.g., AmeriCorp, VISTA). Clearly, the training and support of such personnel is crucial. Orientation sessions need to focus on best practices in working with students, including information about making accommodations as needed. Staff should be provided with ongoing support and supervision. Good supervisors match skills and interests of the students with the right staff. Making the experience a success for both the students and staff makes a significant difference in retaining personnel and enhancing program quality.

(See our Center for: *Volunteers to Help Teachers and Schools Address Barriers to Learning* – http://smhp.psych.ucla.edu)

". . . programs must recruit well qualified and caring staff and volunteers, including parents who can benefit from participation in family projects. Training should include how to work well with different types of children of different ages, in addition to how to implement specific program components. Ongoing contact with staff should include group and individual meetings, opportunities to solve problems, and evaluation."

After-School Programs: Evaluations and Recommendations (ERIC Digest)
http://eric-web.tc.columbia.edu/digests/dig140.html

The Child First Authority uses an extensive set of leadership and steering bodies as an infrastructure for involving the widest possible membership of parents, school, and community stakeholders (e.g., a planning team, administration committee, program coordinator, academic coordinator, Parent/volunteer coordinator, team readiness committee, facility readiness committee, registration committee, class readiness committee, budget/finance committee, evaluation committee, milestones committee.) The committees are composed of parents and community volunteers and school personnel. The program provides a community organizer to build the structure for engaging participants in the long term vision of a culture of change.

O. S. Fashola, *The Child First Authority After-School Program: A Descriptive Evaluation*
Center for Research on the Education of Students Placed at Risk
http://www.csos.jhu.edu/crespar/Reports/report38.pdf (1999)

C. Ongoing Evaluation to Improve the Program and its Outcomes

Planning ways to monitor the success and progress made in afterschool programs starts at the beginning when the plans are made. The regular collection of data (e.g., attendance, satisfaction, problem solving) will keep the program on course.

The following are examples excerpted from guidelines outlined in "The Evaluation Process" (Appendix H of *Keeping Schools Open As Community Learning Centers* (1997) – http://www.ed.gov/pubs/LearnCenters/append-h.html).

1. Focus on program goals and objectives as a guide for evaluation

   Is the program adhering to its mission and design?

   Is the program fulfilling the role it was intended to play in the community?

2. Clarify Assumptions about program processes

   Does information flow clearly?

   Is there a clear understanding of responsibilities and a system of accountability?

3. Select indicators of success

   Effective evaluations use several types of information to measure results

   Information on rates of attendance, disruptive incidents, or teacher evaluations may provide short-term means of assessing

4. Collect information on results

   Evaluation collects information on participants, activities and services, staff and other resources, collaborative partners, and community perceptions. Sources of information include: community forums, surveys, registration or intake forms, staff activity logs, comparison groups that match similar groups, demographic databases, self-comparisons over time.

5. Analyze and use information for continuous improvement

Performance Indicators

21st Century Community Learning Centers – http://www.ed.gov/21stcclc/

- Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.
- Achievement: Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.
- Behavior: Students participating in the program will show improvement on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behavior.

From: ***Keeping Schools Open as Community Learning Centers*** – http://www.ed.gov

Look for improvements in: attendance; graduation rates; teacher evaluations of motivation, progress, discipline; drug use prevention and reduction; grades and test scores; parental satisfaction with safety, progress, increased opportunities; enrichment in such areas as the arts and computer use

From: ***After-school Programs Evaluation Guide*** – http://www.cde.ca.gov/afterschool

"...The lead person for evaluation should begin with an inventory of the potential human resources in the collaborative and community. To inventory local evaluation assistance, the lead person might ask:

> *Who already has collected data on which to build client information?*
> *Do any partners have data bases that can be adapted?*
> *Who of the on-site staff has experience with gathering information...?*

Key resources include the time and expertise of graduate student interns from local colleges or universities. . . . Among the students and families in the participating schools and communities, there may be parents or community members with experience or an interest in evaluation . . . Outside evaluators offer expertise and objectivity that may not be available . . . . For the evaluation to produce valuable information, the program leadership and the partners need to be involved . . . ."

Two major Guides for After-School Program Planning and Development, Implementation, and Evaluation

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School.

Developed by the National Community Education Association, the U.S. Department of Education, policy Studies Associates, Inc., and the American bar Association's Division of Public Education.

This resource was developed as an aid for those pursuing the 21st Century Learning Community Center initiatives. It covers topics such as the benefits of such programs, financing, how to open schools after-hours and during the summer, and evaluating success. It provides references to federal funding, resource organizations, and other relevant publications. It also offers a series of appendices covering topics such as typical costs, building consensus and partnerships, program design, staffing considerations, and the evaluation process.

Contact: http://www.ed.gov or call 800/USA-LEARN

Beyond the Bell:
A Toolkit for Creating Effective After-School Programs.(2000).

Prepared by K.E. Walter (of Public Impact) and J.G. Caplan and C.K. McElvain (of the North Central Regional Educational Laboratory).

This resource offers a wealth of aids. They are organized under six topics: Management, Collaboration and community building, Programming, Integrating after-school programs with the traditional school day, Evaluation, and Communication. Also included are a list of publications and websites.

Contact: http://www.ncrel.org or call 800/356-2735

Also worth a look:

Getting Started with Extended Service Schools: Early Lesson from the Field (2000).

Prepared by the Walalce_Reader's Digest Funds

Download from: http://www.wallacefunds.org

Finally, here's what the feds say about key components

According to the U. S. Department of Education publication *Working for Children and Families: Safe and Smart After-school Programs* (2000), there are eight components that are generally present in high-quality after-school programs:

1. Goal setting, strong management and sustainability
2. Quality after-school staffing
3. Attention to safety, health, and nutrition issues
4. Effective partnerships with community based organizations, juvenile justice agencies, law enforcement, and youth groups
5. Strong involvement of families
6. Enriching learning opportunities
7. Linkages between school day and after-school personnel
8. Evaluation of program progress and effectiveness

See – www.ed.gov/pubs/arents/SafeSmart/

Challenges: When after-school programs aren't successful

Among the lessons learned so far about after-school programs are:

"...many programs allow children to spend far too much time in passive activities such as television or video viewing. One reason for poor-quality after-school activities may be inadequate facilities. Most after-school programs do not have the use of a library, computers, museum, art room, music room, or game room on a weekly basis. Too many programs do not have access to a playground or park. Other reasons for poor-quality after-school programs include large ratios of children to staff, inadequately trained staff, and high turnover due to poor wages and compensation..."

Working for Children and Families: Safe and Smart After-School Programs (2000)
U.S. Depts. Of Education/Justice – http://pfie.ed.gov

Changes in personnel, especially leadership, can make sustaining a good program difficult. This can be remedied, somewhat, by creating effective, decision making groups composed of the working staff, parents, school, and community members. Promoting from within the program staff displays the potential for career opportunities and promotes retention of staff.

In this regard, the National Institute on Out-of-School Time notes in "Bringing Yourself to Work: Caregiving in After-School Environments" (a training model for after-school program staff that emphasizes self-awareness among caregivers):

Providing young people with environments that are safe and stimulating, with challenging activities, and staffed with nurturing adults, cannot happen without a stable, well-trained workforce . . . increase public investment through wage supplements, mentoring programs, loan assumption, scholarship programs, and funds to child care workers to cover the costs of higher education or training.

http://www.wellesley.edu/WCW/CRW/SAC

After-school programs can create opportunities for involving all in a lifelong learning community.

V. From Projects to Community-Wide Programs

Used as a catalyst for enhancing healthy development and addressing barriers to learning, the impact of after-school programs can be much greater than another add-on effort in which community and school staff and programs compete with each other for sparse, time-limited resources. School and community partnerships can be a powerful tool for change, and after-school times are among the best (and least disruptive) for connecting and enhancing school-community resources and services.

When after-school programs are well-designed and integrated into a comprehensive continuum of interventions, such programs have the potential to ***strengthen students, schools, families, and neighborhoods.***

As an after-school program develops, it provides safe and enriched child care, access to adult education training and vocational programs, and much more. When after-school programs are fully integrated with the school-day program (at school site and district-wide), the potential for increasing ***equity of opportunity for all students*** is enhanced and this ***benefits the school*** in many ways.

As the program evolves, it can be a force in ***strengthening families and communities*** by training and recruiting adults in the local community for positions in the after-school program, at the school during the day, and in the larger workplace. Beyond these first rungs on a career ladder, the program can establish training links with higher education to support aides and junior staff in moving toward more advanced positions (e.g., certificate and diploma programs -- including teaching).

Used as a catalyst for enhancing the healthy development and addressing barriers to learning for all children and youth in a community, with support for families included, and after-school partnership of community and school .

BUT . . .

. . . a chronic shortage of quality after-school programs exists. According to parents, the need far exceeds the current supply . . .

"Working for Children and Families: Safe and Smart After-School Programs" (2000) U.S. Depts. Of Education/Justice – http://pfie.ed.gov

AND . . .

Projects and demonstrations are only the first step toward ensuring equity of access and opportunity.

For programs to develop and evolve over time and expand their impact for *all,* efforts must be made not only to maintain/sustain existing projects. Attention must be paid to moving from a specific project focus to a community-wide scale-up agenda.

***Projects must be evolved through community-wide scale-up.**

THE MEANS – *pulling partnerships together*

As the National Assembly stresses: ". . . '**Glue money**' is needed to link new and existing programs together into a community-wide system, which results in greater cost-effectiveness and accessibility. Collaboration between all segments of the community should be mandated . . . . [and] **Public Policy Recommendations** [are needed]. . . . Federal, state, and local governments should take action to ensure accessible, affordable, high quality programs for school-age youth . . ." (See *After School and Summer Programs* (2000) on the National Assembly's website – http://www.nassembly.org/html/aftersum.html.)

POLICY AND RESOURCE SUPPORT

There is a growing policy commitment and resources for after-school initiatives. At the federal level, the *21st Century Community Learning Centers* initiative has provided policy direction and glue money (http://www.ed.gov/21stcclc/). At the state level, the National Governors' Association has established the *Extra Learning Opportunities Regional Forum* consisting of Governors' advisors, state legislators, representatives from departments of child care, juvenile justice, and education (http://www.nga.org/center). Its stated purpose is to help states identify goals and plans for advancing the state role in supporting a full-range of extra learning opportunities.

Clearly, the need for after-school programs continues to be widespread, the potential benefits of well-designed and implemented programs are considerable, and the policy climate for moving forward is present. The challenge is to avoid setting in motion another set of fragmented programs, and instead to use the opportunity to help fill gaps in school-community efforts to create comprehensive, multifaceted approaches to promoting healthy development and addressing barriers.

VI. Sources for Information and Support

There are a great number of excellent guides available that provide information about afterschool programs. Below are a sample.

A. For Planning

After-school Action Kit (http://www.afterschoolalliance.org/asaction.html). The After-school Alliance is a partnership between the Mott Foundation and the U. S. Department of Education. Additional partners include J.C. Penney, The Advertising Council, The Entertainment Industry Foundation, The Creative Artists Agency Foundation, People Magazine. For more about the Alliance, see: http://www.mott.gov/21xstcentury; http://www.jcpenney.net/company/afterschool; http://www.afterschoolalliance.org. Or call: 202-296-9378; write: P.O. Box 65166, Washington, DC 20078-5775.

After School Learning and Safe Neighborhoods Partnership Program. Summary of recommendations from a series of regional meetings in California. Available at the Foundation Consortium website: www.foundationconsortium.org or call 916-646-3646.

After-School Program Evaluation Guide. (2000). After School Learning and Safe Neighborhoods Partnerships Program. Healthy Start and After School Partnerships. See: http://www.cde.ca.gov/afterschool

After-School Training and Resource Materials. Staff training and program resource materials. University of California at Irvine. See: http://www.gse.uci.edu/afterschool/us

Beyond the Bell: A Toolkit for Creating Effective After-School Program (2000). North Central Regional Educational Laboratory. See http://www.ncrel.org

Bringing Education to After-School Programs. (1999). Office of Educational Research and Improvement. U.S.Dept. of Education. See: http://www.ed.gov/pubs/AfterSchoolPrograms/

Extended Service Schools: Putting Programming in Place. Answers such matters as: "What it takes to get a community-oriented school-based youth program on the ground, and what early challenges can they expect and how have other dealt with them?" Public/Private Ventures. See: http://www.ppv.org/content/reports/ess.html

Getting Started with Extended Service Schools: Early Lessons from the field. DeWitt Wallace-Reader's Digest Fund. See: http://www.wallacefunds.org

Healthy Start and after school partnerships: After school programs evaluation guide (2000) See: http://www.cde.ca.gov/afterschool

Making the Most of Out-of-school Time Initiative (MOST). Center for Research on Women. Wellesley College, Wellesley, MA 02181-8259.See: http://www.wellesley.edu/WCW/CRW/SAC or call: (781)283-2547

Out of School Time. The National Service Resource Center offers training materials and other resources. See: http://www.etr.org/nsrc/online_docs.html

Resources for After-School Programming. North Central Regional Educational Laboratory. See: http://www.ncrel.org/after/bell/mgmt.htm

The Child First Authority After-School Program: A Descriptive Evaluation (2000). O.S. Fashola, Johns Hopkins University, Center for Research on the Education of Students Placed at Risk. See: http://www.csos.jhu.edu/crespar/Reports/report38.pdf

The Evaluation Process. Keeping Schools Open as Community Learning Centers. See: http://www.ed.gov/pubs/LearnCenters/append-h.html.

The National Program for Playground Safety. See: http://www.uni.edu/playground

Transforming Schools into Community Learning Centers. S. Partson. See: http://www.eyeoneducation.com

21st Century Community Learning Centers, U. S. Department of Education. See: http://www.ed.gov/21stcclc/ Also see: Mid-Continent Research for Education and Learning http://www.mcrel.org/programs/21stcentury

Working for Children and Families: Safe and Smart After-School Programs (2000). U.S. Departments of Education and of Justice. Http://pfie.ed.gov

B. For Funding Information

The Finance Project – http://www.financeproject.org
>Financing After-School Programs (1999)
>Creating Dedicated Local Revenue Sources for Out-of-School Time Initiatives. (1999)
>Using TANF to Finance Out-of-School time and Community School Initiatives (1999)
>Financing Facility Improvements for Out-of-School Time and Community School Programs (2000)
>Finding Funding: A Guide to Federal Sources for Out-of-School Time and Community School Initiatives (2000)
>Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community Initiatives (2000)

1. Federal Sources

General info – http://www.afterschool.gov
Federal resources that support children and youth during out of school time.

U.S. Department of Education

21st Century Community Learning Centers Initiative – http://www.ed.gov/21stcclc
A private-public partnership with the Charles Stewart Mott Foundation. Funded at $851 million in the 2001 fiscal year. Competitive grant awards for a three year period. Applications due in March annually. Authorized under Title X, Part I of the Elementary and Secondary Education Act. "...enables schools to stay open longer, providing a safe place for homework centers, intensive mentoring in basic skills, drug and violence prevention counseling, helping middle school students to prepare to take college prep courses in high school, enrichment in the core academic subjects as well as opportunities to participate in recreational activities, chorus, band and the arts, technology education programs and services for children and youth with disabilities. For rural or inner-city schools or a consortium of schools. To benefit the educational, health, social services, cultural and recreational needs of the community."

Reading Excellence Act – http://www.ed.gov/inits/FY99/1-read.html – grants to support after school tutoring and family literacy

Title I – http://www.ed.gov/ – supports extended learning time for targeted schools

Safe and Drug Free Schools – and with the Departments of HHS and Justice –
Safe Schools/Healthy Students – http://www.ed.gov/offices/OESE/SDFS/sdfshapp.html – grants for school and community wide strategies

U. S. Department of Health and Human Services

Administration for Children and Families (ACF) administers the Child Care and Development Block Grant – http://www.hhs.gov
Funds flow to states to provide help for parents by subsidizing care of the parent's choice, including after-school programs. Funds are also used for quality-improvement initiatives to communities that are developing and improving school-age programming.

The ACF also administers the Family and Youth Services Bureau which funds safe alternatives for homeless youth.

Also see: National Child Care Information Center – http://www.nccic.org and the National Clearinghouse on Families and Youth – http://www.ncfy.com

U.S. Department of Justice

Office of Juvenile Justice and Delinquency Prevention – http://ojjdp.ncjrs.org
See Out-of-School Activities page.

U. S. Department of Agriculture

Food and Nutrition services can be used in before and after school and extended learning programs – http;//www.usda.gov/fcs

After-School Adventures, Youth Mentoring, Teen Program – http://www.usda.gov

National 4-H Council – http://www.4-h.org/

U.S. Department of Commerce

Who's Minding the Kids? Child Care Arrangements (Fall 1995) – http://www.doc.gov

U. S. Department of Labor

Employment and Training Administration – http://www.doleta.gov/
Youth training programs for schools.

2. Examples of State government funding

National Governors Association Extra Learning Opportunities – http://www.nga.org/center
>South Dakota Governor proposes $1 million in state grants.
>Colorado Governor grants from The Fund for Colorado's Future.
>Florida Governor's Mentoring Initiative
>New York Governor's Advantage After-School Program.
>Indiana Governor's Prime Time initiative

The After-School Corporation (TASC) a partnership with the City of New York, New York State, and the New York Board of Education.

California After School Learning and Safe Neighborhood Partnership Program funds three year grants with a 50% local match – www.cde.ca.gov/afterschool/aspfact.htm

3. Examples of Municipal government funding

Baltimore Child First Authority is a community-wide after-school program funded by the Mayor's Office, The Governor, and the City Council through a local Industrial Areas Foundation. It seeks to improve the quality of life in low socioeconomic status communities by serving public school students and their families academically, culturally, and behaviorally in the after-school hours. They have sought "re-dedicatable" funds (that is high tax generating entities pledge a percentage of their revenue to the Child First Authority.

Boston 2:00-6:00 Initiative (public and private sources)
Kids of All Learning Abilities, a program of the Greater Boston Association for Retarded Citizens, funded by the Boston School Age Child Care Project and the Massachusetts Department of Mental Retardation. Facilitates the inclusion of children with disabilities into after-school and recreational programs.

New York City Department of Youth and Community Development.(Beacon Schools)
Open Society Institute/New York After-School Programs, 400 West 59th St. NY, NY -0019 (212)548-0600

Tucson's Art WORKS (a combination of funds from Tucson Transportation Department Community Development Block Grant, U.S. Department of Housing and Urban Development, Housing Rehabilitation Funds, Drug Prevention Funds, City of Tucson golf tax, School Title I funds, Pima County Parks and Recreation, Highway User Revenue Fund and private corporations and foundations.)

LA'sBEST (Better Educated Students for Tomorrow). Partnership of Los Angeles Unified Schools District, the City of Los Angeles, California Department of Education and Private sector companies -- http://eric-web.tc.columbia.edu/abstracts/ed340807.html

Dallas Park and Recreation Department – Funds after school programs at school sites – http://wwwrpts.tamu.edu/rpts/faculty/pubs/wittpub2.htm)

4. Foundations interested in this area

DeWitt-Wallace Reader's Digest Fund: Extended Service Schools. Two Park Avenue, NY, NY 10016 (212) 251-9800 www.dewittwallace.org

United Way: Bridges to Success – http://www.unitedway.org

C.S. Mott Foundation – http://www.mott.org

Benton Foundation's Connect for Kids – http://www.connectforkids.org

Foundations, Inc. – http://www.foundations-inc.org

A Few Relevant References

A Matter of Time: Risk and opportunity in the out of school hours. Carnegie Council on Adolescent Development. 1994.

Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data. U. S. Department of Health and Human Services (1996) Washington, D.C.

After School Child Care Programs. D. L. Vandell & L. Shumow. In *The Future of Children, 9*(2). 1999.

Evaluation of the Impact of Two after-school recreation programs. D. Baker and P. Witt. *Jo. of Park and Recreation Administration, 14* (3) 23-44, 1996.

Evaluation of the MOST Initiative. (2000). R. Halpern, J. Spielberger, S. Robb. Chapin Hall Center for Children, University of Chicago. See: http://www.chapin.uchicago.edu/ProjectsGuide/ProgramEvaluation.htm

Expand Learning: Make Every minute meaningful: Extra learning opportunities in the State: Results of a 1999 Survey, National Governor's Association, 1999.

Experiences in after-school programs and children's adjustment in first-grade classrooms. K.M. Pierce, J. V. Hamm, D. L. Vandell. *Child Development*, 1999.

Extended Learning Initiatives: Opportunities and Implementation Challenges. Council for Chief State School Officers. See: http://www.ccsso.org

Family Involvement in Education: A Snapshot of Out-of-School Time. (Washington, DC: U. S. Department of Education, 1998.

Fight Crime: Invest in Kids. America's After-School Choice. See: http://www.fightcrime.org

Increasing and Improving After-School Opportunities: Evaluation Results from the TASC After-School Program's First Year. L. Fiester, R. N. White, E. R. Reisner, and A M. Castle. Mott Foundation, 1999.

Juvenile offenders and victims: 1999 National Report. Washington, DC: U.S.Department of Justice, Office of Juvenile Justice and Delinquency Prevention.

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-free Environment Before and After School. A. DeKanter et al, Washington, DC: U. S. Department of Education, 1997. See: http://www.ed.gov/21stcclc

Low Income Children's After-school Care: Are there beneficial effects of after-school programs? J. Posner and D. L. Vandell. *Child Development 65*: 440-456, 1994.

National Study of Before- and After-School Programs. Final Report. P. S. Seppanen, et al. Mathematica Policy Research. See: http://eric-web.tc.columbia.edu/abstrracts/ed356043.html

Out of School Time: Effects on Learning in the Primary Grades. B. M. Miller. Wellesley, MA: School Age Child Care Project, 1995.

Population estimates program, population divisions, U.S.Census Bureau (2001) Washington, D.C. See: http://www.census.gov/population/estimates/nation/intfile2-1.txt

Review of Extended Day and After-School Programs and their Effectiveness. O. S. Fashola. Baltimore, MD: Center for Research on the Education of Students Placed at Risk, Report No. 24, 1998. See: http://www.ericae.net/ericdc/ED424343.htm

School-age Care Out-of-school Time Resource Notebook. Washington, DC: U. S. Department of Health and Human Services, 1997.

School and after-school programs as contexts for youth development. J. Kahne, et al (1999). Oakland, CA: Mills College, Department of Education.

Update on Violence. M. Sickmund, et al (1997). National Center for Juvenile Justice, Washington, DC: Office of Juvenile Justice and Delinquency Prevention.

When School is Out. The Future of Children, Vol 9, (2), 1999. David and Lucile Packard Foundation. See: http://www.futureofchildren.org

Who's Minding the Kids? Child Care Arrangements, U.S.Census Bureau. See: http://www.census.gov/Press-Release/www/2000/cb00181.html

Youth Opportunities Unlimited: Improving outcomes for youth through after-school care. P. J. Gregory. Manchester, NH: University of New Hampshire, 1996.

Appendix A

A School-wide Component to Address Barriers to Learning

Emergence of a cohesive component to address barriers and enable learning means weaving together what is available at a school, expanding this through integrating school, community, and home resources, and enhancing access to community resources by linking as many as feasible to programs at the school. In the process mechanisms must be developed to coordinate and eventually integrate school-owned enabling activity and school and community-owned resources. Restructuring also must ensure that the enabling component is well integrated with the instructional and management components.

Operationalizing an enabling component requires formulating a framework of basic programmatic areas and creating an infrasturcture to restructure enabling activity. Based on an extensive analysis of activity used to address barriers to learning, these activities may be clustered into six interrelated activities. (See figure).

- Classroom focused enabling are activities to enhance classroom based efforts to increase teacher effectiveness for preventing and handling problems. Personalized help is provided to increase a teacher's array of strategies for working with a wider range of individual differences. As appropriate, support in the classroom is provided by resource and itinerant teachers and counselors.

- Support for transitions are activities for planning, implementing, and maintaining programs to establish a welcoming and socially supportive school community for new arrivals, articulation programs to support grade-to-grade and school-to-school transitions, moving to and from special education, school to work and higher education, and programs for before, **after-school,** and intersession to enrich learning and provide recreation in a safe environment.

- Home involvement in school includes programs for specific learning and support needs of adults in the home, programs to help those in the home meet basic obligations to a student, such as providing parents instruction for parenting and for helping with schooling, systems to improve communications that is essential to the students and family, programs to enhance the home-school connection and sense of community, interventions to enhance participation in making decisions essential to a student's wellbeing, programs to enhance home support of a students' basic learning and development, interventions to mobilize those at home to problem solve related to student needs, and intervention to elicit collaborations and partnerships with those at home with respect to meeting classroom, school, and community needs.

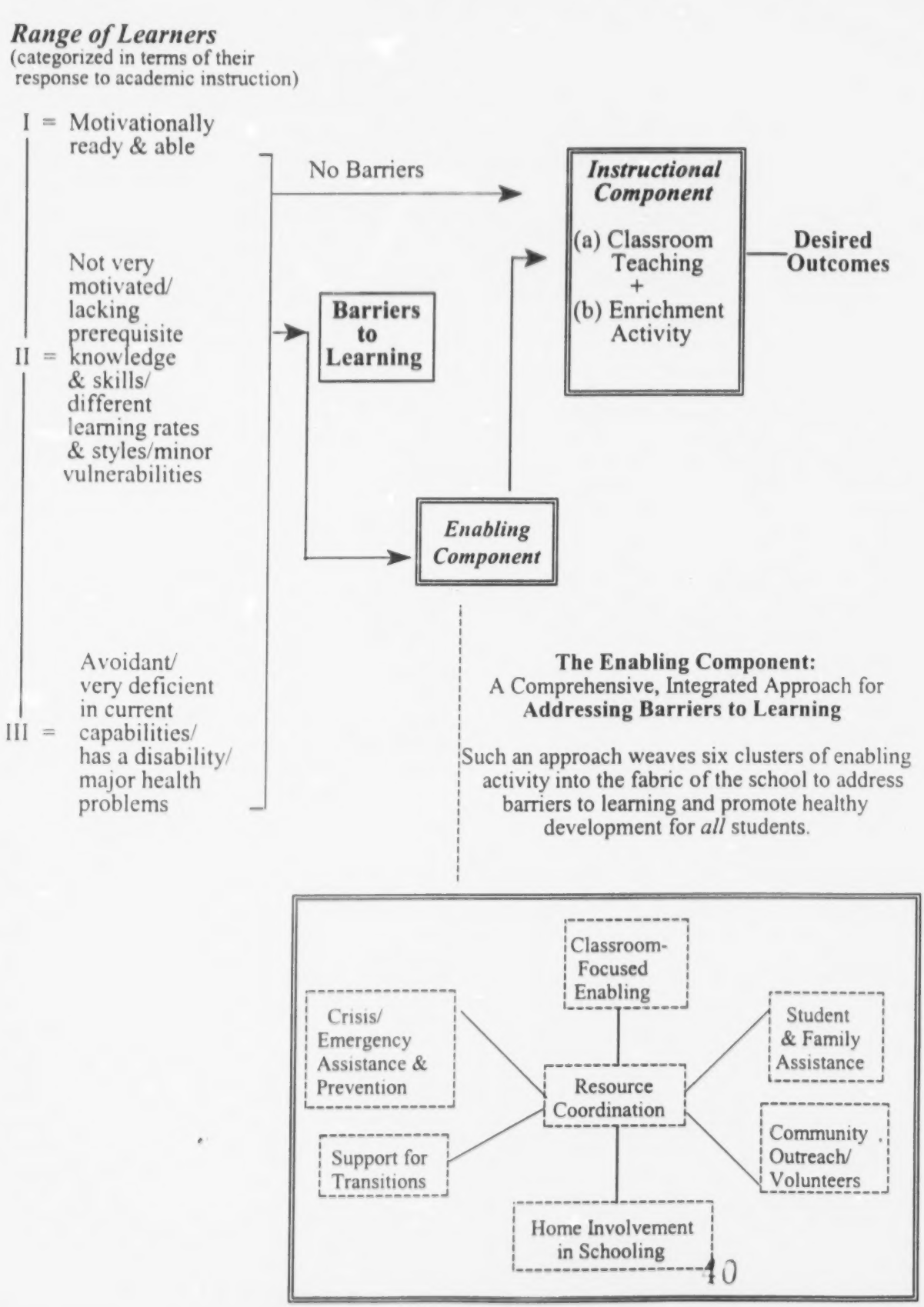
- Student and family assistance should be reserved for the relatively few problems that cannot be handled without adding special interventions. Activities emphasize providing special services in a personalized way through social, physical, and mental health programs in the school and community. Attention is paid to enhancing systems for triage, case, and resource menagement; direct services for immediate needs; and referral for special services and special education resources as appropriate.

- Crisis assistance and preventions includes systems and programs for emergency/crisis response at a school and community-wide, prevention programs for school and community to address school safety and violence reduction to ensure there is a safe and productive environment for students and their families.

- Community outreach for involvement and support includes recruitment, training, and support to develop greater involvement in school of public and private agencies, higher education, businesses, volunteer organizations.

BEST COPY AVAILABLE

Figure. A model for an enabling component at a school site.


Range of Learners
(categorized in terms of their response to academic instruction)
I = Motivationally ready & able
II = Not very motivated/ lacking prerequisite knowledge & skills/ different learning rates & styles/minor vulnerabilities
III = Avoidant/ very deficient in current capabilities/ has a disability/ major health problems
No Barriers
Barriers to Learning
Instructional Component
(a) Classroom Teaching
+
(b) Enrichment Activity
Desired Outcomes
Enabling Component
The Enabling Component:
A Comprehensive, Integrated Approach for
Addressing Barriers to Learning
Such an approach weaves six clusters of enabling activity into the fabric of the school to address barriers to learning and promote healthy development for all students.
Classroom-Focused Enabling
Crisis/ Emergency Assistance & Prevention
Student & Family Assistance
Resource Coordination
Community Outreach/ Volunteers
Support for Transitions
Home Involvement in Schooling

A well-designed and supported infrastructure is needed to establish, maintain, and evolve this type of a comprehensive programmatic approach. Such an infrastructure includes mechanisms for coordinating among enabling activity, for enhancing resources by developing direct linkages between school and community programs, for moving toward increased integration of school and community resources, and for integrating the instructional, enabling, and management components.

To these ends, the focus needs to be on all school resources (e.g., compensatory and special education activity supported by general funds, support services, adult education, recreation and enrichment programs extended use of facility) and all community resources (e.g., public and private agencies, families, businesses, services). The aim is to weave all these resources together into the fabric of every school and evolve a comprehensive, integrated approach that effectively addresses barriers to development, learning, and teaching.

A ***Resource Coordinating Team*** at a school can be an important linking mechanism for after school programs. If the school doesn't have such a mechanism, it might use the opportunity of the after-school program to initiate one. A school resource team provides a good starting place to enhance integration of programs and for reaching out to District and community resources to enhance learner supports.

Schools in the same neighborhood have a number of shared concerns and may want to consider a ***multi-school Resource Coordinating Council*** to plan in ways that reduce redundancy and costs. Some programs and personnel can be shared by several neighboring schools. A multi-school team can also help ensure cohesive and equitable deployment of resources. With respect to linking with community resources, multi-school teams are especially attractive to community agencies who often don't have the time or personnel to link with each individual school.

When resources are combined properly, the end product can be cohesive and potent school-community partnerships. Such partnerships seem essential if we are to strengthen neighborhoods and communities and create caring and supportive environments that maximize learning and well being.

See the list of Center Resources at the end of this document for reference to documents that provide a more in-depth discussion of these matters.

Appendix B

After-School Programs

The following program descriptions were compiled for a Center Technical Assistance Sampler entitled: *A Sampling of Outcome Findings from Interventions Relevant to Addressing barriers to Learning.*

- *The ASPIRA Lighthouse Program*: This is an educational and recreational program serving children in grades K-12 three hours a day, five days a week, and all day during the summer. In providing educational enrichment, cultural awareness, and recreational activities, the program offers children a range of options from karate and dance to reading skills and math and science programs. Volunteers, including parents, teach special classes, car-pool students, read with children, and help with homework. The program is designed to be well connected to the schools: each site coordinator is a teacher in the school. The principal, other teachers, and community agencies manage the program with the cooperation of families, students, school custodians, and security guards. The chief of police credits the Lighthouse program with the decrease in crime, especially in juvenile crime, throughout the city. Lighthouse children outperformed other students on standardized tests in reading and math, and they showed better attendance rates. Parents, teachers, and students also reported improved student self-motivation, higher levels of homework quality and completion, fewer disciplinary referrals, and better peer and teacher relationships.

  For more information, see:

  Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: http://www.ed.gov/pubs/SafeandSmart/

  Contact: Tammy Papa, ASPIRA Lighthouse Program, Bridgeport, Connecticut, 203-576-7252.

- *The Beacon Schools:* The Beacon schools in New York City were designed to create safe, drug-free havens where children, youth, and families could engage in a wide range of positive activities. Community-based organizations work collaboratively with community advisory councils and schools to develop and manage the 40 Beacon schools. At least 75% of the schools are open 13-14 hours a day, seven days a week; the rest are open at least 12 hours a day, six days a week. Typical ongoing enrollment at the Beacons averages 1,700 community residents. Beacons offer sports and recreation, arts and culture, educational opportunities, vocational training, health education, and the opportunity for community meetings and neighborhood social activities. Each Beacon receives $400,000 annually, along with $50,000 for custodial services. Several private foundations also provide funds to enhance programming. A Teen Youth Council launched a community beautification effort, sponsored workshops on job readiness and employment skills, and organized a peer mediation program to prevent youth violence. Narcotics Anonymous, the Boy Scouts, a meal program, cultural studies, and supervised sports also take place at the community center. Through the center's Family Development Program, case managers work with families to keep children out of the foster care system, to help students with remedial academics, and to support parents as the primary educators of their children. The Beacon Program has increased youth access to vocational arenas, therapeutic counseling, and academic enrichment. Students' performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

  For more information, see:

  Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: http://www.ed.gov/pubs/SafeandSmart/

  Contact: Jennie Soler-McIntosh (212-676-8255) or Michelle Cahill (212-925-6675), Beacon School-Based Community Centers, New York, NY.

BEST COPY AVAILABLE

- *Effects of after-school care:* Four types (formal after-school programs, mother care, informal adult supervision, and self-care) were examined for 216 low-income children (Mean age = 9.1 years). Attending a formal after-school program was associated with better academic achievement and social adjustment in comparison to the other types of after-school care. Children's activities and experiences also varied in different after-school settings. Those in formal programs spent more time in academic activities and enrichment lessons and less time watching TV and playing outside unsupervised than other children. They also spent more time doing activities with peers and adults and less time with siblings than did other children. The time children spent in these activities was correlated with their academic and conduct grades, peer relations, and emotional adjustment.

  For more information, see:

  Posner, J.K., and Vandell, D.L. (1994). Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? *Child Development, 65*, 440-456.

  Sepppanen, P.S, and others. (1993). *National Study of Before- and After-School Programs: Final Report.* http://eric-web.tc.columbia.edu/abstracts/ed356043.html

- *I.S. 218: & P.S. 5:* When I.S. 218 in New York City decided to become a community learning center, the school created an after-school program with the help of the Children's Aid Society and other community partners. A parent survey indicated concern about homework, so the after-school program initially focused on providing homework assistance. Within months, two computer labs, dance classes, arts and crafts, band, and some entrepreneurial programs were also added, with learning and homework always central. The after-school program gradually evolved into an extended day program in which, for example, non-English speaking children can attend Project Advance for special instruction in Spanish and English as a Second Language. Evaluations show positive effects for the school's and children's attitudes. When compared to a school with similar characteristics, I.S. 218 students performed, on average, 15% higher on reading and math exams. Before- and after-school activities have been a part of P.S. 5 from its opening day as a community school. Half of the students at P.S. 5 participate in the breakfast program, which begins at 7:30 a.m. The extended day program organizes students by classes, and the daily schedule includes academics and homework help, fine arts, gym, dramatics, and recreation. The Broadway Theater Institute helps children put on musicals. Teachers in the extended day program communicate daily with regular teachers about homework and special help students may need. Parents serve as assistants, and over 300 adults participate in the Adult Education program, which offers classes in English as a Second Language, GED preparation, literacy, and arts and crafts. Students and families also have access to physical and mental health services and an on-site Head Start program. Since 1995, the school has shown impressive gains in reading and math achievement. In math, the number of students perform-ing at grade level improved from 45 to 59%, compared to 42% in similar schools. Thirty-five percent now read at grade level, compared to only 21% in 1995 and just 17% in similar city schools.

  For more information, see:

  Safe and Smart: Making After-School Hours Work for Kids - June 1998.
  http://www.ed.gov/pubs/SafeandSmart/

  Contact: C. Warren Moses, 212-949-4921, I.S. 218 and P.S. 5, Children's Aid Society Community Schools, New York City, NY.

- *The Lighted Schools Project:* This Project provides over 650 middle school youth with a safe, supervised environment during after-school hours four days a week from 3:45 p.m. to 6:30 p.m. Children are transported home at the end of the program each night. Communities in Schools case management and social work staff oversee operations at each site. Thirteen community agencies provide all after-school services and programs for students and families at the sites. While the program targets at-risk youth, all middle school youth can participate in free activities, including sports, crafts, special events, and art instruction. Students have access to primary health care if it is needed and may also participate in small group activities designed to build self-confidence, make positive choices, prevent violence and drug and alcohol abuse, and resolve conflicts. Some schools provide tutoring and homework assistance and participate in community volunteer projects. A number of students each year are matched with a Baylor University mentor, who commits to mentoring a student for the entire year while participating in a college course on mentoring skills. Other community partners include local

school districts, a hospital, the city recreation department, the community arts center, and a local council on alcohol and drug abuse prevention. In a 1997 evaluation, 57% of students at four of the sites improved their school attendance. Two sites experienced a 38% decrease in the number of participants failing two or more classes.

For more information, see:
Safe and Smart: Making After-School Hours Work for Kids - June 1998.
http://www.ed.gov/pubs/SafeandSmart/
Contact: Joyce Reynolds, 254-753-6002, The Lighted Schools Project, Communities in Schools, McLennanYouth Collaboration, Inc., Waco, TX

- *STAR and COMET Programs*: The Institute for Student Achievement provides a school-based program of counseling and academic assistance to middle and high school students who are having trouble in school. The program, which has both after-school and summer components, operates in six school districts in New York State, including Long Island, New York City, Mt. Vernon, and Troy. STAR (Success Through Academic Readiness) supports high school students through academic enrichment and counseling for at least two hours a day after school. COMET (Children of Many Educational Talents) addresses the special needs of middle school students, helping them to improve communication, comprehension, and social interaction skills and to make the transition to high school smooth. Every STAR student has graduated from high school, and 96% have gone on to college. Test scores at participating Hempstead High School on Long Island improved so much that the state removed the school from its list of low-performing schools a year ahead of schedule.

For more information, see:
Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: http://www.ed.gov/pubs/SafeandSmart/
Contact: Institute for Student Achievement, New York. Lavinia T. Dickerson, 516-562-5440.

- *Quantum Opportunities Program (QOP):* This is a youth development program designed to serve disadvantaged adolescents by providing education, service, and development activities, as well as financial incentives, from 9 grade through high school graduation. Services include: computer-assisted instruction, peer tutoring and other forms of academic assistance, cultural enrichment, acquiring life/family skills, and help planning for college or advanced vocational training. Students also participate in community service projects and volunteering. The program is run in small groups and tailored to each individual student. Young people are provided with adult mentors who keep track of them, making home visits, and sticking with the youth for their four years in high school. An evaluation conducted at four sites indicates that, relative to a control group, QOP students: graduated from high school more often (63% vs. 42%); dropped out of school less often (23% vs. 50%); went on to post-secondary education more often (42% vs. 16%); attended a four year college more often (18% vs. 5%); attended a two-year institution more often (19% vs. 9%); and became teen parents less often (24% vs. 38%). QOP students were also more likely: to take part in community projects in the 6 months following QOP (28% vs. 8%); to volunteer as tutors, counselors, or mentors (28% vs. 8%); and to give time to non-profit, charitable, school or community groups (41% vs. 11%).

For more information, see:
Lattimore, C.B., Mihalic, S.F., Grotpeter, J.K., & Taggart, R. (1998*). Blueprints for Violence Prevention, Book Four: The Quantum Opportunities Program.* Boulder, CO: Center for the Study and Prevention of Violence.
Contact: C. Benjamin Lattimore, Opportunities Industrialization Centers of America, Inc., 1415 Broad Street, Philadelphia, PA 19122, (215) 236-4500, Ext. 251, Fax: (215) 236-7480.

- *4-H After-School Activity Program:* Through the U.S. Department of Agriculture's Cooperative Extension Service in conjunction with the University of California, business, education, and government join together in a local partnership to run the 4-H After-School Activity Program. It provides hands-on learning to over 1,000 children, ages 7-13, in 20 public housing and school sites. The program offers students a safe haven after school, caring adult mentors, assistance with school work, extended learning activities, and encouragement and reinforcement of positive attitudes and healthy living. Other activities include reading, computer literacy, conflict resolution, community service, and career exploration. In an

evaluation of the Los Angeles program, many parents reported a positive effect on the attitude and behavior of their child. Over 85% of parents claimed that the program kept their children out of gangs, and over 83% noted an increased interest in school.

For more information, see:
Safe and Smart: Making After-School Hours Work for Kids-June 1998. http://www.ed.gov/pubs/SafeandSmart/
Contact: Don MacNeil, 4-H After-School Activity Program , Los Angeles, California; 805/498-3937

- *L.A.'s BEST (Better Educated Students for Tomorrow):* Evaluations of this after school education,enrichment, and recreation program for grades K-6 in the city of Los Angeles report that students increased self-confidence and were better able to get along with others. Vandalism and school-based crime decreased by 64%. Children who participated also got better grades, had greater enthusiasm for regular school and showed positive changes in behavior. Schools running an LA's BEST program have shown a 40-60% reduction in reports of school-based crime.

For more information, see:
Fletcher, A.J. 1999. After School Learning and Safe Neighborhood Partnerships: Implementation Approaches. www.wwlc.org *Safe and Smart: Making After-School Hours Work for Kids - June 1998.* http://www.ed.gov/pubs/SafeandSmart/ OR
Contact: Carla Sanger, 213/47-3681, LA's BEST (Better Educated Students for Tomorrow), Los Angeles, CA.

- *The Milwaukee Project:* This project is a U.S. Department of Justice Weed and Seed site, in which law enforcement, community-based organizations, and residents work together to improve their neighborhood. The Milwaukee Public Schools system collaborates with local groups to provide Safe Havens at three neighborhood sites. Approximately 8,300 youth participate in Safe Haven after-school programs. The programs provide homework and tutoring assistance, recreational activities, games, choir, arts and crafts, and computer skills. The Safe Havens involve the police department in program planning and also encourage students to participate in the Police Athletic League. The programs have played a role in the reduction in the crime rate in areas with a Safe Haven by providing youth with alternative activities during high-risk hours for delinquency. In the 15 months following inception of the program, the crime rate dropped by 20.7% in the areas with the neighborhood sites. The rate of violent offenses in these areas dropped by 46.7% during the same time period.

For more information, see:
Safe and Smart: Making After-School Hours Work for Kids - June 1998.
http://www.ed.gov/pubs/SafeandSmart/

Contact: Sue Kenealy, 414-935-7868, The Milwaukee Project, Milwaukee, WI.

- *START (Students Today Achieving Results for Tomorrow)*: 5,000 children attend Sacramento's START, an afterschool program which places a high priority on academic improvement. Eighty-three percent were racial and ethnic minorities, 56% lived in households where English was not the primary language, and 87% were members of families that were transitioning from welfare to work or had annual incomes of less than $25,000. Seventy-five percent began the program with reading, writing and math national test scores below the 30th percentile. More than 80% of these students showed academic and social improvement significantly greater than their peers not enrolled in the program. Priority was placed on providing resources, opportunities, and guidance that in combination result in improvements in: reading, writing, and math skills; grades; positive social relationships; and enthusiasm for learning. Families involved with the program moved more quickly toward economic self-sufficiency than those who were not. Parents reported that knowing their children were well supervised reduced stress and increased their job productivity and 98% of primary care givers stated that the program benefitted them as well as their children. A strong correlation was found between the length of time in the program and a decline in absences during the regular school day.

For more information, see:
Fletcher, A.J. (1999). After School Learning and Safe Neighborhood Partnerships: Implementation Approaches. www.wwlc.org

From the Center Website: http://smhp.psych.ucla.edu

A Quick Find on *After-School Programs*

Our Center's website contains a *Quick Find* search. One of the topics listed is *after-school programs*. When you click on this topic, you will find the following items listed. Each represents a resource, such as an on-line document, abstract, or website. Most of the items are direct links to the resource – so all you have to do is click on it to gain access.

The following items reflect our most recent response for technical assistance related to AFTER-SCHOOL PROGRAMS (AND EVALUATION OF AFTER-SCHOOL PROGRAMS). This list represents a sample of information to get you started and is not meant to be an exhaustive list.

Center Developed Resources and Tools

>*An Introductory Packet on Cultural Concerns in Addressing Barriers to Learning*
>*A Technical Assistance Sampler on Evaluation and Accountability Related to Mental Health in Schools*
>*A Resource Aid Packet on Where to Access Statistical Information Relevant to Addressing Barriers to Learning: An Annotated Reference List*
>*A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*

Relevant Publications on the Internet

>*America's After-School Choice: The Prime Time for Juvenile Crime or Youth Enrichment and Achievement*
>*Beyond the Bell: A Toolkit for Creating Effective After-School Programs*
>*Bringing Education to Afterschool Programs*
>*California Collaborative After-School/School-Age Project*
>*Communities and Schools Working Together: Making After School Count (Vol. 2, n2)*
>*Cost Worksheet for Out-of-School Time and Community School Initiatives*
>*Creating Dedicated Local Revenue Sources for Out-of-School Time Initiative*
>*Enriching Children's Out-of-School Time*
>*Extending Learning Initiatives: Opportunities and Implementation Challenges*
>*Extended Service Schools: Putting Programming in Place*
>*Extra Learning Opportunities That Encourage Healthy Lifestyles*
>*Financing Facility Improvements for Out-of-School Time and Community School Programs*
>*Guide for Creating Afterschool Programs*
>*Healthy Start and After School Partnerships After School Program Evaluation Guide*
>*In Focus: After School Makes the Grade (Vol. 2, n3)*
>*Keeping Schools Open As Community Learning Centers – App. H: The Evaluation Process*
>*Making After School Count*
>*Maximizing Federal Food and Nutrition Funds for Out-of-School Time and Community School Initiatives*
>*The National Assembly: After School and Summer Programs*
>*An Ongoing Look at Afterschool Programs*
>*The Rand Studies: evaluations of Foundations' afterschool programs' impact on participants' academic skills*
>*Safe and Smart: Making After-School Hours Work for Kids*
Chapter 2 - What Works: Components of Exemplary After-School Programs
Chapter 3 - Communities Meeting the Need for After-School Activities

>*Statement on After School Programs*
>*Urban After-School Programs: Evaluations and Recommendations*
>*Using TANF to Finance Out-of-School Time and Community Initiatives*
>*When School is Out*
>*Working for Children and Families: Safe and Smart After-School Programs*
>*Who's Minding the Kids? Child Care Arrangements: Fall 1995*
>*21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families*

Selected Materials from our Clearinghouse

>*A Brief Discussion of: Evaluation, Accountability, and Mental Health in Schools*
>*Evaluation of Expanded School Mental Health Programs*
>*Communities and Schools Working Together: Making After School Count*
>*Center for the Study of Evaluation: Program Evaluation Kit*
>*Evaluation Handbook*
>*Program Evaluation Kit*
>*TA Brief: Family Collaboration in Systems Evaluation*
>*The Evaluation Exchange: Emerging Strategies in Evaluating Child and Family Services*

Related Agencies and Websites

>*After School Alliance*
>*After School Programs (on the Internet)*
>*ERIC Clearinghouse on Assessment and Evaluation*
>*National After School CD-ROM: Assessment and Evaluation*
>*National Foundation for Educational Research*
>*The Evaluation Exhange*
>*The Evaluation Clearinghouse*

Relevant Publications That Can Be Obtained at Your Local Library

"After-school child care programs." By B. Vandell & L. Shumow (1999). In *Future of Children, 9* (2), pp. 64-80.

"After-school programs for low-income children: Promise and challenges." By R. Halpern (1999). In *Future of Children, 9* (2): pp. 81-95.

"Low-income children's after-school care: Are there beneficial effects of after-school programs?" By J. Posner & D. Vandell (1994). In *Child Development, 65,* pp. 440-456.

"Out-of-School time: Effects on learning in the primary grades." By B. Miller (1995). Wellesley, MA: National Institute on Out-of-School Time, Wellesley College.

"School Age Care: Creative Solutions for Out-of-School Care." Hearing before the Subcommittee on Children and Families of the Committee on Labor and Human Resources. U.S. Senate, One Hundred Fifth Congress, Second Session (March 5, 1998). Government Printing Office. ISBN: 0-16-057056-5.

"Tailoring established after-school programs to meet urban realities." By M. Chaiken (1998). In D. Elliot, B. Hamberg, et al. (Eds.) *Violence in American Schools: A new perspective.* Cambridge University Press: New York, NY: pp. 348-375.

For additional resources related to this topic, use our search page to find people, organizations, websites and documents. You may also go to our technical assistance page for more specific technical assistance requests. If you haven't done so, you may want to contact our sister center, the Center for School Mental Health Assistance at the University of Maryland at Baltimore.

A Sample of Resource Materials and Articles from Our Center

Most of the resources listed below are downloadable through our website –
http://smhp.psych.ucla.edu

Introductory Packets

Financial Strategies to Aid in Addressing Barriers to Learning
Designed as an aid in conceptualizing financing efforts, identifying sources, and understanding strategies related to needed reforms.

Evaluation & Accountability: Getting Credit for All You Do!
Emphasizes evaluation as a tool to improve quality and to document outcomes. Focuses on measuring impact on students, families and communities, and programs and systems.

Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections
Discusses the processes and problems related to working together at school sites and in school-based centers. Outlines models of collaborative school-based teams and interprofessional education programs.

Violence Prevention and Safe Schools
Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice.

Parent and Home Involvement in Schooling
Provides an overview of how home involvement is conceptualized and outlines current models and basic resources. Issues of special interest to under-served families are addressed.

Understanding and Minimizing Staff Burnout
Addresses various sources and issues of burnout and compassion fatigue among school staff and mental health professionals. Also identifies ways to reduce environmental stressors, increase personal capability, and enhance social support to prevent burnout.

Cultural Concerns in Addressing Barriers to Learning
Highlights concepts, issues and implications of multiculturalism/cultural competence in the delivery of educational and mental health services, as well as for staff development and system change. This packet also includes resource aids on how to better address cultural and racial diversity in serving children and adolescents.

Dropout Prevention
Highlights intervention recommendations and model programs, as well as discussing the motivational underpinnings of the problem.

Social and Interpersonal Problems Related to School Aged Youth
This packet synthesizes fundamental social and interpersonal areas of competence and related problems. The range of interventions discussed stress the importance of accommodations, as well as strategies designed to change the individual. References, resources, and cadre members are also listed.

Resource Aid Packets, Technical Aid Packets, & Technical Assistance Samplers

Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs

Surveys are provided covering six program areas and related system needs that constitute a comprehensive, integrated approach to addressing barriers and thus enabling learning. The six program areas are (1) classroom-focused enabling, (2) crisis assistance and prevention, (3) support for transitions, (4) home involvement in schooling, (5) student and family assistance programs and services, and (6) community outreach for involvement and support (including volunteers).

Volunteers to Help Teachers and School Address Barriers to Learning

Outlines (a) the diverse ways schools can think about using volunteers and discusses how volunteers can be trained to assist designated youngsters who need support, (b) steps for implementing volunteer programs in schools, (c) recruitment and training procedures and (d) key points to consider in evaluating volunteer programs. The packet also includes resource aids and model programs.

Welcoming and Involving New Students and Families

Offers guidelines, strategies, and resource aids for planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families in schools. Programs include home involvement, social supports, and maintaining involvement.

Guiding Parents in Helping Children Learn

Specially designed for use by professionals who work with parents and other nonprofessionals, this aid consists of a "booklet" to help nonprofessionals understand what is involved in helping children learn. It also contains information about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children's learning and performance. Finally, it includes additional resources such as guides and basic information parents can use to enhance children's learning outcome.

Thinking About & Accessing Policy Related to Addressing Barriers to Learning

Consists of various resources on politics and initiatives relevant to addressing learning problems. The sampler contains general perspectives, conceptual models and state initiatives linking schools and mental health services. The resources also deal with issues and implications pertinent to policy making for educational reforms, improving educational standards/learning outcomes, research and intervention.

Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning

In this results-oriented era, it is essential to be able to reference programs that report positive findings. This document provides information on outcomes from a sample of almost 200 programs. Instead of simply providing a "laundry list", the programs are grouped using an enabling component framework of six basic areas that address barriers to learning and enhance healthy development: (1) enhancing classroom-based efforts to enable learning, (2) providing prescribed student and family assistance, (3) responding to and preventing crises, (4) supporting transitions, (5) increasing home involvement in schooling, and (6) outreaching for greater community involvement and support – including use of volunteers.

Using Technology to Address Barriers to Learning

This Sampler highlights a range of intervention activities that can benefit from advanced technological applications and some of the categories of tools that are available.

Sexual Minority Students

This sampler looks at the issues facing sexual minority students and staff, including: violence, homophobia and prejudice, social and psychological issues, suicide and health, coming out. Also included are interventions for assisting sexual minority students, school policy and educational issues, school programs & Gay-Straight Alliances.

Guidebooks

What Schools Can Do to Welcome and Meet the Needs of All Students and Families

This guidebook offers program ideas and resource aids that can help address some major barriers that interfere with student learning and performance. Much of the focus is on early-age interventions; some is on primary prevention; some is on addressing problems as soon after onset. The guidebook includes the following: Schools as Caring, Learning environments; Welcoming and Social Support: Toward a Sense of Community Throughout the School; Using Volunteers to Assist in Addressing School Adjustment Needs and Other Barriers to Learning; Home Involvement in Schooling; Connecting a Student with the Right Help; Understanding and Responding to Learning Problems and Learning Disabilities; Response to Students' Ongoing Psychological and Mental Health Needs: Program Reporting: getting Credit for All You Do and; Toward a Comprehensive, Integrated Enabling Component.

New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning

The purpose of this guidebook is to (a) clarify why policy makers should expand the focus of school reform to encompass a reframing and restructuring of education support programs and services and (b) offer some guidance on how to go about doing so. It is divided into two major sections. The first deals with the question: Why restructure support services? In addition to discussing the need, ideas for new directions are outlined. The emphasis is on reframing how schools' think about addressing barriers to learning with a view to systemic reforms aimed at establishing comprehensive, multifaced approaches. The second section discusses how to go about the process of restructuring so that such approaches are developed effectively. The guide also includes several appendices to expand on key matters and a section containing some tools to aid those who undertake the proposed reforms.

School-Community Partnerships: A Guide

This document was developed with three objectives in mind: to enhance understanding of the concept of school-community partnerships; to convey a sense of the state of the art in a way that would underscore directions for advancing the field; to provide some tools for those interested in developing and improving the ways schools and communities work together in the best interests of young people and their families. The entire document is meant to be a toolkit. The material contained here can be drawn upon to develop a variety of resource aids.

Continuing Education

Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling

The material in this continuing education document is designed as an evolving set of modules and units. The material can be read and taught in a straight forward sequence, or one or more parts can be combined into a personalized course. This design allows learners to approach the material as they would use an Internet website (i.e., exploring specific topics of immediate interest and then going over the rest in any order that feels comfortable). The first module is meant to provide a big picture framework for understanding barriers to learning and how school reforms need to expand in order to effectively address such barriers. This is essential if all youngsters are to have an equal opportunity to success at school. Each of the units in the second module focus on classroom practices. Finally, the third module explores the roles teachers need to play in ensuring their school develops a comprehensive approach to addressing barriers to learning.

Special Reports and Briefs

Addressing Barriers to Student Learning: Closing Gaps in School/Community Policy and Practice (September 1997)

Based on a national summit held by the Center, this report distills and analyzes work done at the summit and integrates the consensus with other sources of data. The point is to clarify the status and implications of prevailing reform and restructuring initiatives with specific respect to addressing barriers to student learning and enhancing healthy development.

Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning (September 1998)

The purpose of this report is to encourage school boards to take another critical step in reforming and restructuring schools. This document incorporates lessons learned from a unique standing committee established by the Los Angeles Unified School District's Board of Education in the mid 1990s.

Expanding Educational Reform to Address Barriers to Learning: Restructuring Student Support Services & Enhancing School-Community Partnerships (October 1999)

This report Discusses the need to restructure student support services and fully integrate them with school support; highlights the importance of weaving school and community resources together; discusses the need to rethink how school board's deal with these matters.

Organization Facilitators: A Change Agent for Systemic School and Community Changes (February, 2001)

This report pulls together a discussion of the Organization Facilitator roles and functions

Resource-Oriented Teams: Key Infrastructure Mechanisms for Enhancing Education Supports (March, 2001)

This report pulls together the Center's work on resource-oriented mechanisms which are designed to ensure that schools pay more systematic attention to how they use resources for addressing barriers to student learning and promoting healthy development.

Financing Mental Health for Children & Adolescents (November 2000)

A Center Brief and Fact Sheet

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base (November, 2000)

A Center Brief

New Initiatives: Considerations Related to Planning, Implementing, Sustaining, and Going-to-Scale (December, 2000)

A Center Brief

Quarterly Newsletter Lead Articles

>*Policies and Practices for Addressing Barriers to Learning: Current Status and New Directions* (Fall'96)
>*Easing the Impact of Student Mobility: Welcoming & Social Support* (Fall '97)
>*Accountability: Is it Becoming a Mantra?* (Winter '98)
>*Denying Social Promotion Obligates Schools to Do More to Address Barriers to Learning* Fall,'98)
>School-Community Partnerships from the School's Perspective (Winter, '99)
>Expanded School Reform (Spring, '99)
>Promoting Youth Development and Addressing Barriers (Fall, '99)
>Expanding the Framework for School Accountability (spring, '00)
>Addressing Barriers to Learning & Promoting Healthy Development: A Usable Research-Base (fall, '00)

Selected Reprints

H.S. Adelman & L. Taylor (1997). System reform to address barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry, 67,* 408-421.

H. S. Adelman ,& L. Taylor (1998). Involving teachers in collaborative efforts to better address barriers to student learning. Special issue of *Journal of Preventing School Failure, 42*, 55-60.

C. Lim & H.S. Adelman (1997). Establishing school-based collaborative teams to coordinate resources: A case study. *Social Work in Education, 19*, 266-277.

L. Taylor & H.S. Adelman (1999). Personalizing classroom instruction to account for motivational and developmental differences. *Reading & Writing Quarterly, 15*, 255-276.

H.S. Adelman, L. Taylor, & M.V. Schneider (1999). A school-wide component to address barriers to learning. *Reading & Writing Quarterly, 15*, 277-302.

L. Taylor, P. Nelson, & H.S. Adelman (1999). Scaling-up reforms across a school district. *Reading & Writing Quarterly, 15*, 303-326.

H.S. Adelman, C. Reyna, R. Collins, J. Onghai, & L. Taylor (1999). Fundamental concerns about policy for addressing barriers to student learning. *Reading & Writing Quarterly, 15*, 327-350.

H.S. Adelman, & L. Taylor (2000). Looking at school health and school reform policy through the lens of addressing barriers to learning. *Children's Services: Social Policy, Research, and Practice, 3*, 117-132.

H.S. Adelman, & L. Taylor (2000). Moving prevention from the fringes into the fabric of school improvement. *Journal of Educational and Psychological Consultaiton, 11*, 7-36.

L. Taylor & H.S. Adelman (2000). Connecting schools, families, and communities. *Professional School Counseling, 3*, 298-307.

L. Taylor & H.S. Adelman (1998). A policy and practice framework to guide school-community connections. *Rural Education Quarterly, 17,* pp. 62-70.

We hope you found this to be a useful resource.
There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
  - Collaborative Teams
  - School-community service linkages
  - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
  - Systemic change strategies
  - Involving stakeholders in decisions
  - Staffing patterns
  - Financing
  - Evaluation, Quality Assurance
  - Legal Issues
- Professional standards

Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
  - Support for transitions
  - Mental health education to enhance healthy development & prevent problems
  - Parent/home involvement
  - Enhancing classrooms to reduce referrals (including prereferral interventions)
  - Use of volunteers/trainees
  - Outreach to community
  - Crisis response
  - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
  - Cultural competence
  - Minimizing burnout
- Interventions for student and family assistance
  - Screening/Assessment
  - Enhancing triage & ref. processes
  - Least Intervention Needed
  - Short-term student counseling
  - Family counseling and support
  - Case monitoring/management
  - Confidentiality
  - Record keeping and reporting
  - School-based Clinics

Psychosocial Problems

- Drug/alcoh. abuse
- Depression/suicide
- Grief
- Dropout prevention
- Gangs
- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gender and sexuality
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Reactions to chronic illness
- School adjustment (including newcomer acculturation)
- Learning, attention & behavior problems